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for

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Number 2

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## SEE YOU IN BOSTON

"Catholic Education in the Postwar World" will be the theme of the 44th Annual Convention of the National Catholic Educational Association to be held in Boston, April 8-10, 1947. Headquarters of the convention will be at the Statler Hotel. The exhibits and most of the meetings will be at the Armory.

Catholic educators in every department will receive help and stimulation from the discussions of our national association at a time when our best efforts are challenged. There will be department meetings for the major and minor seminary, for the college and university, for the high school, for the superintendents, for the elementary school, and for the education of the deaf.

We believe that the suggestions for the 1947 convention submitted in our editorial in the June, 1946 issue of *THE CATHOLIC SCHOOL JOURNAL* are still valid and valuable. — *E. A. F.*

## BOOKS AND AUDIO-VISUAL AIDS

This is the annual schoolbook and library number of your *JOURNAL*, to which title is now added "Audio-Visual Aids." This special number is issued in the early spring to help you focus attention upon the important duty of selecting the new books and other educational material which are required for present and future use. Plan now to avoid disappointment in September. For information regarding educational products and service, after you have read the advertisements in this issue, use the inquiry blank on page 75A. — *E. W. R.*

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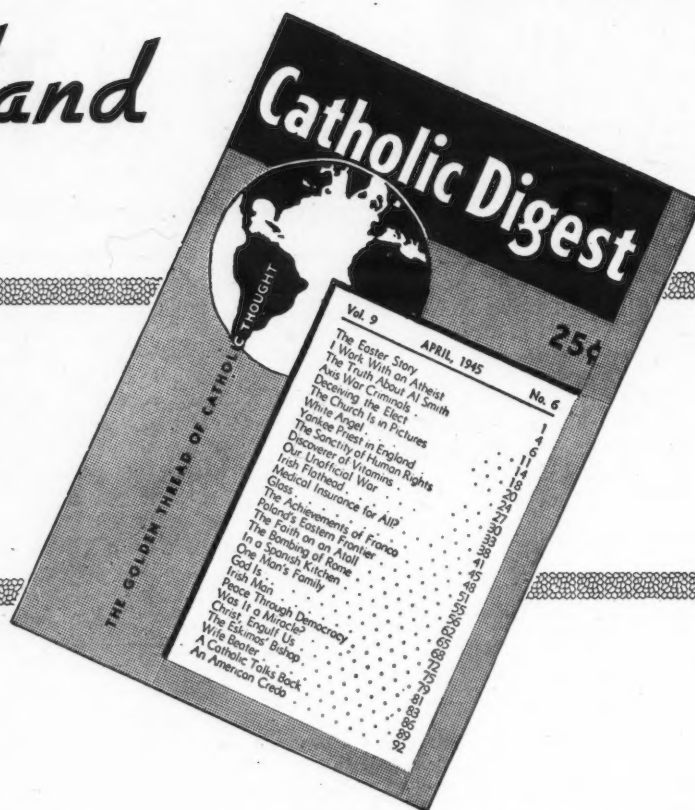
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# Hand in Hand

## Catholic Digest Study Guide



Each month the CATHOLIC DIGEST compiles and condenses the best of current reading—"the golden thread of Catholic thought." It tells teachers how to take this reading into the classroom and put it to work to make sound Catholic thought intelligent Catholic action. Based on articles appearing in the current issue of the magazine, it outlines each month a series of classroom activities: practical projects, study suggestions and reading recommendations.

Every educator in Catholic schools will find these guides a reading guide of the month, giving special attention to English, speech, social science, and religious questions. You owe it to yourself and to your students to make use of the Catholic Digest Study Guide to get the best thought out of the Catholic Digest.

The Catholic Digest Study Guide is prepared at Marquette University by Professor Hugo Hellman of the Graduate faculty—a specialist and nationally known authority in classroom procedures.

It is sent free to all principals. If you are not receiving yours, or if you want additional copies, they are yours for the asking. Write directly to Catholic Digest, 41 E. 8th St., St. Paul 2, Minn.

For best results the Digest must be available to your students. In some schools the library fund pays the bill and copies are kept in the library; in others, 15¢ a month is collected from the students; in others, parents subscribe. We are sure that in your school there is a way and you will find it.

## CATHOLIC DIGEST

41 E. 8th Street

St. Paul 2, Minn.



# The CATHOLIC SCHOOL JOURNAL

Vol. 47

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No. 2

## Seeking The Truth

*Harold Gluck, Ph.D. \**

The problem of how Soviet Russia should be discussed in the classes of a parochial school is relatively simple. One may start with principles of the divine law and the natural law and show how the vast land ruled by the Communists violates in practice and theory the fundamental rights of man; how its atheistic teachings are a threat to those who believe in a divine Creator; how its disciples abroad follow the party line; and that there is a deep cleavage between those who accept the doctrine of democracy, with all that it implies, and those who accept the dictatorship of the proletariat and all that follows from the teachings of Marx and Lenin.

### A Problem for All

But the problem of how Soviet Russia should be discussed in the classes of a public school is a problem for the Catholic parent for two reasons. First, there are many parents who send their children to public schools instead of parochial schools. Second, even if they do send their children to parochial schools, they come in contact with children from the public schools, and talks take place.

Now, I am a teacher of the social studies in one of the large coeducational high schools located in the City of New York. Recently a bulletin was issued by the Association of Teachers of Social Studies of New York City which shows that there is a sharp difference of opinion among the history teachers of this city in regard to the subject of how to teach the Soviet Union. These views were expressed in two articles printed in parallel columns of the bulletin.

### A Controversy

Louis Jaffe, of Tilden High School, sharply criticizes current practices and current textbooks which he asserts falsely picture Russia as an undemocratic country. Charles Cogen of the Bronx High School of Science con-

**EDITOR'S NOTE.** This discussion of the problem of presenting facts about Soviet Russia in the New York public schools is of interest to teachers in Catholic schools.

There are 2,000,000 Catholic children in public schools, and young people from public and parochial schools mingle freely in their neighborhood associations. The teaching about Russia in the parochial school, especially the high school, should prepare our youth for that attack. Our teaching should be a factual, objective, dispassionate interpretation of facts in the light of the Catholic philosophy of life.

tends that Russia is a dictatorship; that it should be so described in the classrooms, and that to teach the truth about Russia is the only course a teacher can conscientiously take. They are both in agreement on the necessity for closer co-operation and better understanding between the United States and Russia but they disagree on how the topic should be taught. Mr. Jaffe contends that: "If we consult our syllabi and textbooks, it will be found that the social studies teachers have not contributed well to that understanding. They have been a party in violation of accepted objectives such as truth, unbiased presentation, etc., to teaching myths about the Soviet Union, the most notable one being that the Soviet Union has the identical type of society which Nazi Germany and Fascist Italy had, and hence is a similar enemy of our democracy. The course of study and the syllabus for the history of modern Europe for use in New York City secondary schools was prepared during 1941 and approved by the board of education on January 13, 1943, thus becoming the official guide for all social studies teachers. This syllabus still in use today emphasizes the 'similarities' of the Soviet Union, Nazi Germany, and Fascist

Italy and classifies them all as enemies of democracy. Many textbooks likewise emphasize this identity of societies and purposes." In a reply to this, Mr. Cogen starts with a statement of philosophy, "We begin with the basic proposition that in teaching the Soviet Union we must use the same historical approach as when we teach any other country, namely, critical mindedness and a search for the truth" and then he takes up the point that Soviet Russia is a dictatorship because there is the current quibble about Russia's having a "different type of democracy" (by which is usually meant a *superior* type).

### What Is Democracy?

Let us grasp this opportunity to give a concrete meaning to the essence of democracy, with its moral emphasis on the dignity of the individual. Democracy has a connotation built up by centuries of struggle and these are its essentials: equality, civil liberties, and responsible government. Those who say that Russia meets this test are either ignorant, or hypocrites, or lazy thinkers. A note on methodology is in order: (a) What do we learn from the sources? Some of Stalin's best friends (e.g. Joseph Davies) tell us Russia is a tyrannical dictatorship. Stalin himself, in an unguarded moment, boasts that the small Communist Party gives "directives" to all Soviet and mass organizations. If there is a conflict of authority on the existence of vast slave labor camps, is not the presumption against the government which makes free access to the facts an impossibility? A more subtle point in evaluation of sources hinges on a knowledge of Communist philosophy which, as Eleanor Roosevelt learned from sad experience, is a philosophy of the lie. (b) We must distinguish between form and substance. Much of the Communist encomium is based on the Constitution of 1936, which contains a good deal of democratic phraseology; but little is said of the actual practice. (c) A

\*2939 Grand Concourse, Bronx, New York 58, N. Y.

good deal of the confusion flows from loose terminology and semantic acrobatics. Demand that the friends of "the new type of democracy" define their terms, and guard against a definition of democracy which is consistent with antidemocracy. (d) Above all, call upon common sense. Will the student believe that if freedom existed in Russia the following situations could have come about: one political party, all major decisions by unanimous vote, no open criticism of the head of the government, purge or disappearance of nearly all the "fathers of the Revolution?"

### Both Are Dictators

The identity of Soviet Russia with Nazi Germany as both being dictatorships bothers Mr. Jaffe very much and he goes into detail on this important point, saying: "Isn't it obvious that this confusion can only serve to aid those reactionary forces who are busily engaged in fomenting a war against the Soviet Union? The logic for war is rapidly supplied them for if Nazi and Fascist totalitarianism had to be eliminated because they threatened the destruction of our way of life, then the one remaining inevitable task in order to fully secure our American way of life is the destruction of the Soviet Union. . . . If we really are serious about teaching for world peace, and if the future of world peace depends upon co-operation between the United States and the Soviet Union, then we cannot and dare not continue our historical waywardness. We must take steps at once to revise our syllabi and textbooks to eliminate those myths of the identity of the government and purpose of the Soviet Union and Nazi Germany, myths which are preparing the ideological groundwork for a war between the United States and the Soviet Union."

Mr. Cogen refutes this charge and answers directly, "We do not identify Russian totalitarianism with Fascism. There are varieties of totalitarianism, but they have the common element of government control of all phases of life" and then really throws down the challenge, namely, that totalitarianism is a threat to our way of life because, "Russian totalitarianism is a threat to democracy. We hasten to add that we do not necessarily mean a military 'threat.' Totalitarianism is a threat to democracy because it represents ours as a false democracy. It is a threat because it posits the superiority of a one-party police government with so-called economic freedom over the 'old-fashioned' majority rule with civil liberties. It is a threat because it maintains a fifth column which is tolerated by the democracies. If one form of government is made to seem more attractive than another, why of course it constitutes a threat."

### Teach the Truth

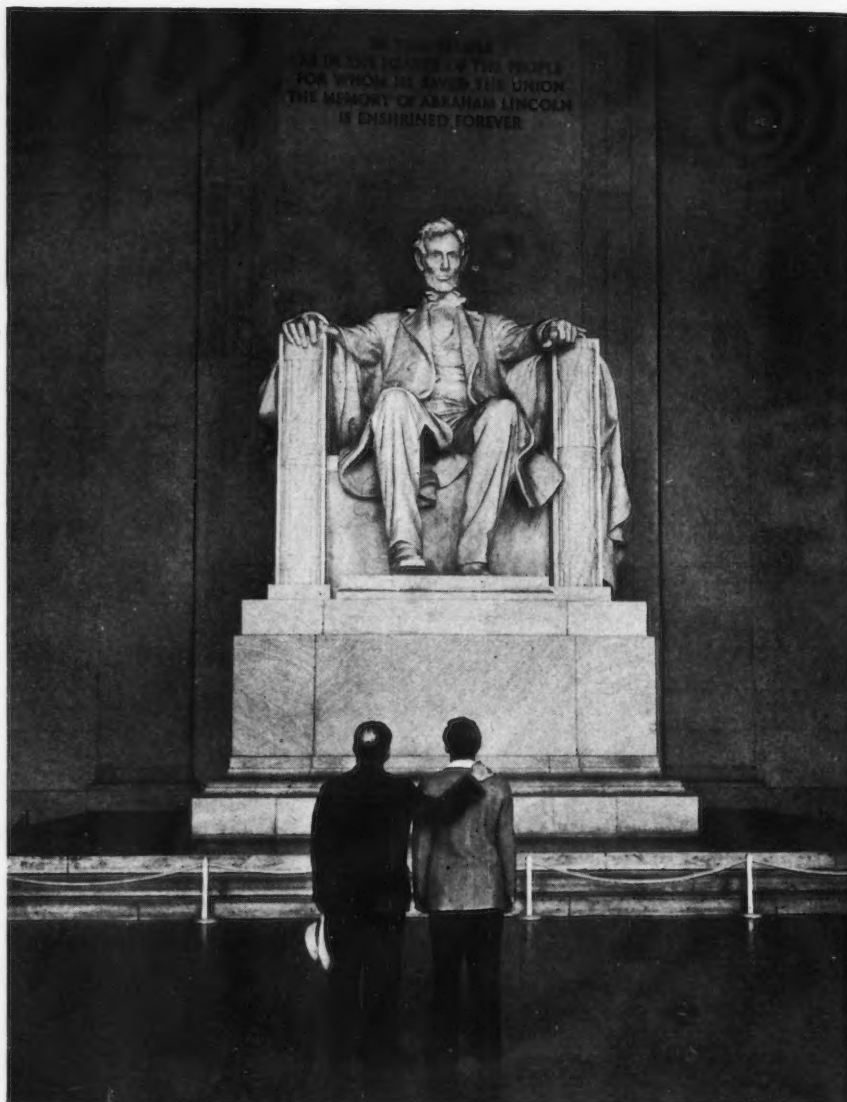
Mr. Cogen wants the truth, and he wants none of it to be suppressed and this he shows in fighting words which omit nothing. "If we panegyrize Stalin's anti-Nazi fight, must we not mention his message to Ribbentrop that 'the friendship of the peoples of Germany

and the Soviet Union is cemented by blood?' If we quote Stalin's 'Export of revolution is nonsense,' must we not quote Lenin contra? If we idolize the Soviet 'Bill of Rights,' ought we not say a word about its almost complete vitiation in practice?"

Associate Superintendent Frederic Ernst, head of the high school division, was asked to comment on the sharp division of opinion among teachers on the manner in which the Soviet Union should be taught in the high school classes. He said that New York city teachers are not supposed "to bring up pro-Russians, nor anti-Russians" and made this most important observation, they are "supposed to bring up American youngsters who can read critically, distinguish propaganda from fact, and determine what is to the best interest of the nation." He also added, "Discussion of current problems by teachers is always necessary, but is particularly necessary in times like these, when individual opinions

and public opinion as a whole are sharply divided. The sincere teacher will find his way through these difficulties if he bears in mind that the classroom is not his private forum, but the place where he is to educate our high school boys and girls so that they will be able to see their way through current problems and be able to meet the problems that will confront them as adults."

As a teacher, and a seeker after the truth, I would like to leave in the reader's mind this pertinent thought: "In Soviet Russia, can the teacher teach that America is better than Russia; that capitalism is superior to state ownership; that there is a God and that mankind is bound by the divine and the natural law; and that the time has come to abolish the communist government in Russia and in its place put the same type of government as we have in the United States of America?"



— Lambert Photo

# Health in The Classroom

*Sister Catherine Teresa, S.S.J. \**

THE primary teacher was not happy. Judging from the results of today's quiz, that important little number lesson again had been taught in vain. Of course, Michael and Joan Marie, and a few others knew the work, but they always did. Why had the rest failed her? Certainly the lesson had been well prepared and taught with enthusiasm; there had been sufficient repetition. Yet, it could be called a failure, as could so many others that had made the year a disappointment to her. There must be a cause.

## Check Ventilation

The Johns and Marys and Davids might not have been able actually to trace the cause of this for their teacher, but their after-school remarks would have enlightened her, had she heard them. "Was that room warm?" "Does your head hurt?" "I'm so hungry!" "I feel dizzy." "Feels good to stretch." In a word, the teacher would have realized that she had not been giving enough attention to the physical well-being of her pupils. There had been neglect in the matter of observing and teaching the laws of good health.

And health needs consideration. Every hour of the child's day calls for physical fitness, but his school hours demand it. A pupil's progress in learning is either advanced or retarded by his bodily condition. Good health must be promoted.

Eagerness and enthusiasm are praiseworthy qualities in a teacher, but when they cause her to become so completely absorbed in her work that she becomes oblivious of all else, these qualities are working against her, not for her.

There is the item of air. Every teacher knows that the air in her schoolroom can become noxious and disagreeable without her realizing it. (Visitors entering the room are well aware of it.) But proper ventilation may present a problem, especially in cool weather when little bodies need to be protected against even minor draughts. A periodic "airing out," accompanied by some form of physical activity, will help to solve the problem; the use of wind deflectors might be of assistance. Finding a remedy is not so difficult a matter as is the habitual adavance to the fact that the condition exists. The remembrance of it can become almost "second nature," with honest effort.

The schoolroom thermometer may make an attractive ornament, but we all know it has a higher purpose than adornment. The busy mercury works hard to tell us whether the radiator valve needs turning, and it deserves to be consulted, time and again. Excessive heat or cold in a room invites illness and also may retard school progress.

## Brief Relaxations

Then we have the fatigue factor. Small children cannot maintain held positions for long, without experiencing weariness and restlessness. Movement is part of their lives. After a short period of concentration (and all periods are short in the primary department), there should be a relaxation, a short rest, or some form of activity, to give small minds and bodies a fresh start. Far from being time lost, these intervals make for increased alertness and attention, qualities that show better results in the learning process than do the whirling hands of the clock.

## Physical Education

In addition to these brief periods of relaxation, there is the time allotted daily to physical education. This activity will be in keeping with the needs, interests, and capacities of the children. Equipment and space will be determining factors, but, whatever facilities are provided, they should be used to the best advantage. The aims and objectives of physical education are not confined to the health factor. The social relationship phase, for instance, is worthy of study; and games take on a new significance when seen in the light of social adjustment, character formation, etc. Children, especially the very young, need a well balanced school day, and physical education does its part in maintaining this balance.

## Communicable Diseases

In the primary department, more so than in others, we have illness and disease problems. Dealing with these requires not only a knowledge of the ordinary signs of sickness, but a certain amount of specific knowledge as well. Of importance, for example, is the ability to recognize early signs of communicable diseases.

An illustration: Measles has started, and



*Young Artists. Preprimary children working at creative art, Academy of the Sacred Hearts, Fall River, Mass. Picture reproduced from "S.H.A. Junior News."*

the teacher knows that this accounts for several vacant places in her classroom. The nurse has been kept informed of each new case. Upon noticing that Jean has the symptoms of "a cold," the teacher sends her to the office of the nurse, for her condition can easily be the first stage of measles. The "cold" symptoms point to it. Frequently the whooping cough, mumps, and other diseases can be detected in the same way. Full co-operation with the school nurse and with physicians is important in the controlling and checking of communicable diseases.

## Physical Defects

An important item included in the health program, is the detection of physical defects, followed by corrective measures. The most common of these defects are hearing and vision losses. In many cases they have been found to be the cause of unsatisfactory school progress, since these senses are the avenues of learning.

Parents may be unaware of a child's defective sight or hearing. The teacher, however, is in a position to observe unusual reactions and undue strain in the pupil's use of these senses. She should be familiar with the signs of ear and eye trouble, and when noticing them, she should refer the matter to the school nurse. Correction or adjustment done early in his school days will have far-reaching effects on the handicapped child's life.

## Teaching Health

Then we have the actual health teaching. The field is extensive, and again the teacher needs accurate knowledge if she is to do justice to the subject. An abundance of excellent material is available for the asking, and no one need be without the best and latest information on health topics.

But information gathering is not all that is desirable. Lessons on proper diet, rest, exercise, habits of cleanliness, etc., must be made convincing and at the same time interesting. A little child wants to know the "why" of everything, and knowing the reasons for all the good health laws will help to give him a desire to make these laws a part of his life. Checkups, such as teeth cleaning records and sleep charts, also provide incentives for the formation of desirable habits. Stories, health rhymes, plays, posters, and songs make for pleasurable learning and lasting impressions. Lessons learned now can be of lifelong value to the child.

Yes, health needs consideration. Every teacher is either advancing or retarding the good health of her pupils. Their physical and mental well-being is, to some extent, in her hands, and fulfilling her obligations conscientiously results in better pupils and a happier teacher.

\*Sacred Heart Convent, Rochester 13, N. Y.



# The Psychogram: Educational Psychology in Action *Brother Basil, F.S.C. \**

**T**eachers' training programs wisely provide courses in educational psychology to give prospective teachers a theoretical knowledge of human nature. Under the title of psychology of reading, of arithmetic, etc., other courses are offered that attempt to introduce the teacher to the proper approach in the teaching of these branches and skills; besides, many school systems provide an experienced school supervisor to guide inexperienced teachers in the practical application of the educational theories imparted in training colleges. But, in spite of all this, many teachers fail to penetrate the inner make-up of their pupils, never discover what prevents Johnny or Mary from adapting themselves to the school milieu and from corresponding to the devoted care of their zealous, but inexperienced teachers.

It is the writer's lifelong experience, that the most effective means of discovering the needs of one's students is the use of the psychogram, or psychology put to use. Through it, the ambitious and dutiful teacher approaches his problem pupils with the same sympathetic professional attitude as the wise physician trying to discover and diagnose the ailments of his patients, before taking any further step toward their recovery.

The psychogram may be defined as a systematic and scientific study of the pupils by their teacher to discover the causes of their failing and prescribe the most effective means of perfecting their education. Through the psychogram the teacher makes a detailed study of the children who labor under some physical, mental, intellectual, moral, emotional difficulty, to discover the causes of their trouble, and to provide effective remedies. The psychogram is then educational psychology in action. It is based on the principle that the most effective and practical educational laboratory is the live and unsuspecting child in the home, the classroom, or the playground.

The psychogram is no new invention of "progressive education." The writer first became aware of it in an old seventeenth century manuscript, where St. John Baptist de la Salle, the founder of modern pedagogy, prescribes that every teacher should make the psychogram of his pupils and pass it over to the next teacher for his guidance. There is no better field to collect live, direct, and personal information about a problem child than the classroom. As the school year progresses, the wise and observant teacher will collect precious observations and notes on the reactions of his charges to the varied circumstances of school life. For the scientific interpretations of these observations he will need the assistance of the school nurse,

of the school physician, of the other teachers, of the parents, and, possibly, the aid of the Sisters of the Good Shepherd, of the Medical Missionary Sisters, of the State Department of Health, and the State Welfare Bureau. With their wise assistance, he will be able to charter the causes of the trouble and prescribe efficient remedies.

A good psychogram is of priceless value to the teacher, to the child, and to the school. It is an efficient educational tool that may be kept in the secret files of the school for the guidance of future teachers. The good and scientific psychogram is an excellent instrument for vocational guidance. It offers a wise and efficient approach to the problem of delinquency. Future educational researchers may use it to solve many of their problems, and educational psychologists could not desire a better guide.

To apply the foregoing principles, the writer, while giving a course on educational psychology to a group of teachers at Catholic Teachers' College, Albuquerque, New Mexico, prescribed as term paper the preparation of a psychogram based on the actual observation of a child. Each student was given the following incomplete outline, and instructed to complete it as we progressed through the course and as the problems under observation increased in number and complexity.

The papers turned in at the end of the semester were mostly of inferior value, as expected. This was due to inexperience, limited time of observation, and the lack of technical advisers with whom the student teacher could discuss his problems. However, it is the deep

conviction of the writer, that the psychogram will solve many educational practical problems that have eluded the questionnaire method.

Here is the outline that was given at the beginning of the term:

## I. THE PSYCHOGRAM OF FRANCIS DOK, by X, his Teacher.

A. Age, sex, registration, attendance, time of observation.

### B. Physical Make-up.

1. History of the family, heredity, present status good or bad influence.
2. Analysis of his physical conditions with the assistance of a physician.
3. Study of his internal and external senses and sensations.

### C. Intellectual Make-up.

Organize your outline according to your textbook.

### D. Moral Make-up.

1. Follow your textbook.
2. Social and religious influences.
3. Emotional life.

### E. Therapy.

1. Physical therapy
2. Socio-therapy
3. Moral and religious therapy
4. Biblio-therapy

### F. Follow-Up.

Does the after life of your subject correspond to your analysis? Checkup.

## To the Teacher in Service

*Sister M. Elizabeth, R.S.M. \**

**A**S A teacher in service I know that many of you well realize you are engaged in one of the greatest jobs in the world—that of molding citizens for God and country. You have the responsibility to teach not only subject matter, but to teach the individuals to understand themselves and to adjust themselves to the complex society of which they are a part. Yes, yours is a great task.

But what is your attitude toward the trust? Can you say, "I am happy because I like my job"? How enthusiastic are you? An

educator once said, "Real teaching is 90 per cent enthusiasm," and that enthusiasm is the driving force which makes your work a success. And to face this task with enthusiasm and faith, you must be alive, fresh, and active minded.

### *Mens Sana in Corpore Sano*

We all know how important is physical fitness. On a day we feel in the pink of health, we can hurdle the petty annoyances, we can solve the day's problems, and in fact we may surprise ourselves with our nerve control and our ability to diffuse good nature. Worry,

\*St. Michael's College, Santa Fe, New Mex.

\*Mount Mercy Junior College, Cedar Rapids, Iowa.

anxieties, and emotional disturbances will be reflected in the conduct of the class. Someone has said that buildings, books, and equipment do not make the school. The teacher does. Plenty of rest, good nourishing food—regardless of your waistline—and exercise in fresh air are vitally important in sending a teacher into a classroom alert for the day's work.

Be active minded. There is a challenge in teaching. Each year there are new goals to achieve, new heights to reach. We will grow professionally if we read professional literature. Read the editorials. Read what other teachers are doing. You will be surprised at the number of things you can do to improve your work. Not only literature dealing with our specific field but of general interest as well should be read. The good teacher is not narrow.

#### A Democratic Device

Then again teachers' meetings offer a strong incentive for our growth. Attend a teachers' meeting with an open mind and a serious purpose. We have been told that, if we can carry home one good idea from a teachers' meeting, that meeting was worth attending. Faculty meetings should have the enthusiastic support of all. We are not room teachers. We teach in a system. We should be anxious that all do a good piece of work. We are not perfect and we can learn from one another. Workshops and summer school should have some consideration. It is these contacts which will give us a breadth of vision and a long view.

#### Know Thyself

There is another point which we should consider in a teacher's duty to herself. Don't be afraid of these appraisal lists. Check your own personality rating. Try to remedy the weak spots.

A teacher has a duty to these young minds she has been sent to help mold. It is her duty to help develop a right conscience although she may be teaching arithmetic or reading. Undoubtedly she will teach more by her example than by her words. Children are quick to discover whether your work is well organized; their work is affected by indefinite assignments. Unchecked papers certainly will lead to careless work. Poor discipline is, too often, the result of work poorly prepared or presented in an uninteresting manner. Many teachers lose the confidence of their pupils through unfairness, partiality, and injustice. We are, constantly, on parade. Someone has said that we may say what we please but we thunder what we are.

#### Practice in Association

I have said that it is our duty to prepare the child to take his place in society. One of the speakers at a convention this spring said it was the duty of educators to teach their students to get along on the job. The employer could teach him how to do the job but it was necessary for him to work with others. The child is a social being. He should be



—Photo by Martha E. Bonham

#### The Lincoln Home at Springfield, Illinois.

*Abraham Lincoln and his family lived in this house from 1844 until they went to Washington in 1861. Here all the children except Robert were born. It was the only home Lincoln ever owned. It is a Lincoln museum open to the public.*

taught to express his ideas and to be at ease in the company of others. Assemblies which provide opportunities for panel discussions and skits pertaining to etiquette and health should be encouraged.

Are the retarded or slow pupils in your room in a situation that does not give them self-confidence or allow maximum development? It is this inward sense of failure and ineffectiveness which wrecks human lives and which can be avoided if family and school influences are shaped to that end. The dull normal can be taught to be as serene about his inability to do certain things as we can be about not becoming artists or geniuses in various fields.

#### One Talent or Ten

Let us assist those less fortunate ones in every way possible to be satisfied with their lot in life. Often we find these same children making a success of a certain line of endeavor through a talent we failed to discover in them, while in school. There will be very little self-development in a child who always can blame someone else for his shortcomings. Then, what about the teacher who blames her predecessor for doing such a poor job of teaching and who underestimates the one into whose class the children are going. You know we can be so critical of everyone but me.

#### I Belong Here

It is impossible to isolate the children and the school from the community. The community knows that, if it is to grow beautiful and healthy flowers in its gardens, the soil must be rich and fertile and be rid of all

the elements that hinder or destroy this development. The home, school, church, and community constitute the soil and the children are the flowers. It is our job to help to keep the soil fertile and rich. Each community has its different problems and each community has its influence on its children. Encourage the parents to visit the school. Let them see what is being done. There should be a healthy relationship between the parents and the teachers. A home and school organization could be constructive. Through this we could obtain outside speakers on interesting problems. In *Separate Star*, a book written by Louis Erdman, we have an account of what one teacher did to arouse the parents' interest in education. Incidentally, this is a book all could read whether we have taught one year or several.

#### Teacher Makes the School

Teaching is an important job. It is a challenge to each and everyone to continue on and on. We must move forward. We should aim for an interest in things outside of ourselves. We should have an interest in personalities nicely balanced and well integrated. We should never lose sight of our responsibility of teaching individuals.

Let us then take an inventory of ourselves. How are we going to adjust ourselves so that we can enter our schoolrooms alive, fresh, and active minded? This year what are you going to do to make for professional growth? Then, and only then, will you be able to say: "I am happy because I like the job. I also feel I am more capable of molding those under my care."



# The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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ness, including universal military training, then we need go no further. If, however, the events of the day make unmistakable the need for universal military training, then the information should be given to the American people and their representatives in Congress without passion, without propaganda, and without coloring. An unequivocal public opinion should be formed on the basis of the facts and the needs of the situation.

Entering into this whole question is the nature of military training needed in the kind of war that is anticipated. It must be specific training. To leave the problem to the military authorities entirely has in the past resulted in a training for the war that was most recently fought—in other words, a futile process. To meet the problems of a future war requires imagination, flexibility, and ingenuity which has not been characteristic of military training programs in the past. Undoubtedly a radical change in training will be required for a war that is both atomic and total. Many new problems will come in the area of civilian defense, and the utilization of women in war-time. Whatever has been given to the press, i.e., the American people, about the experimental training now going on is not reassuring. Nor should we be deceived by the war propaganda about the wonderful success of the "Army's Educational Methods." Readers of this column will recall a not too flattering analysis of these methods.

An intelligent supporting public opinion can be built up only if both aspects of the problem are represented in the information given to the public. The possibility of the perversion or waste of human life is too real to be settled by mere faith or patriotic fervor or insufficient information.

The President's effort to formulate a plan of universal training—not military—through his Commission does not help in a solution of the problem of universal military training. It confuses this issue. It camouflages it. It is a "red herring." An examination of our mass education, its methods, and its results, is desirable, but it should be divorced entirely from the question of military training. Moreover, universal military training is a question for the Federal Government as to policy; the problem of universal training is a problem of state and local governments. Universal military training as a practical program in training skills is a function of the armed forces; the universal training program is a problem for home and school and church. There should be no confusion in these areas. And if we want general educational results—social, physical, moral, and disciplinary—military training is not the technique nor means to achieve them. If our schools, with the compulsory educational laws guaranteeing attendance, do not provide an immensely superior way to achieve these educational results, then a radical reorganization of our whole system of government should be the order of the day.

Let us keep the issues of universal military training and universal training distinct—so distinct that they cannot be confused, even if high political stakes are involved.  
 —E. A. F.

## Are We Ready to Face the New Problem of College or Adult Education?

Colleges took great pride in the fact that they accepted only the upper 10 per cent or the upper quarter or half of the members of the high school graduating classes. While the differences between high school graduating classes are so great as to make such a basis almost meaningless, there nevertheless emerges a very real problem. What is to be done with or for the high school graduates who will not or cannot be admitted to college? We do not discuss in this connection the political problem—it is not, in the form in which it has been presented to the courts, an educational problem—whether every graduate of a high school meeting the admission requirements of a state university is entitled to the educational opportunity to attend.

We are not discussing today the specifically Catholic problem. Half of the Catholic children in elementary schools are in parochial schools. The proportion in Catholic high schools is probably proportionately less. The Catholic colleges, especially the universities, have substantial numbers of non-Catholic students, so the problem is perhaps more acute in securing on all levels a Catholic education for Catholics. But this is a distinct problem that we do not discuss today; we merely mention it.

The high school has, within the past quarter of a century, become the instrument of mass education. Whereas in the past it was highly selective and restrictive, it is now an instrument of universal education. In the past it was current pedagogical lingo to talk about the high school as aristocratic (shades of the Boston Latin School!), as selective, as training for leadership. The new leaders of the democratic masses were to come from the high school trained members who rose above their "class" or of the others trained with them. A favorite name for the high school was the "people's college" implying, I would infer, that that was the highest school for the mass of the people.

This proved to be a misnomer, for mass or universal education has reached the colleges—just before the war—and overwhelmingly with veterans after the war. The efforts made to restrict the college will go on. What is the basis for it?

It was thought that the colleges were places for the selected intellectual elite. The college was designed for them and what was conceived as a liberal education—for the elite—was set over against a "useful education," which was the need of

## Question of the Month: Colleges or Motherhouses?

Should every mother house of a religious community establish a college all its own? Should the ostensible reason for the establishment be for the training of Sisters of our order? Should provision be made for a few lay students, because it doesn't cost us anything? Should the college then be open for any qualified students, lay or religious? Should we start with a few lay teachers and then plan for their elimination as soon as possible? Is there danger of educational inbreeding? Will this have a good or bad effect on teaching in elementary and secondary schools? —E. A. F.

## The President on Universal Training

Whether you are for or against universal military training, you will regret the assignment given by the President of the United States to his Advisory Commission on Universal Training recently appointed. The only result can be confusion.

The issue that needed to be faced was universal military training. The American people ought to decide that issue on its merits: There is only one justification for universal military training and that is military necessity in the actual world situation. That is the fundamental question. It must be answered first. If the actual world situation does not require military prepared-



the masses. The leaders were supposed to have this intellectual liberal education. It was suited only for certain types of human beings. The dilution of college education was evident in the progressive diminution of the study of mathematics — especially noted in connection with war needs — and of foreign languages. This was significant in connection with the introduction or increased emphasis on the natural sciences and the social sciences, and the introduction of courses in "general science" for specific sciences, and a social catch-all called "social science" for the specific social sciences.

The old college was not a school for mass education. Should it have continued as it was an instrument of intellectual training for an elite? Should we devise new and diverse instrumentalities for the education required today? We have seen enough in Catholic colleges to realize that the problem must be faced. An attempt was made to meet the problem by "pass degrees" for persons who spent four years in the congenial atmosphere of what was

called "an exclusive country club." We have seen hundreds of students sent home on a "sore eye special" at the end of the first quarter or first semester. We have seen the "bachelor of philosophy" degree used to keep students in school who couldn't "take" mathematics or foreign languages. We have seen a "reading knowledge" of foreign languages substituted for real mastery.

Here are some problems for you. Are we ready and willing to face this problem of mass education on the adult level? Are we ready to continue the college in its old function? Are we ready to redefine its functions? Are we ready to create many new types of training for high school graduates and other adults? Are we ready to stop starting colleges without funds; without qualified administrative and faculty personnel; and any means of beginning or continuing effective educational policies once begun? We shall discuss these problems later in an article in this magazine and we would welcome any comments or suggestions. — E. A. F.

## Reuben Meets Reginald

*Sister M. St. James, S.S.J. \**

I WOULDN'T be so upset if Reverend Mother had sent me to the backwoods to teach the poor country children. But how can I ever teach the sixth grade in that suburban school? I simply cannot stand the friction that always exists between the 'country hick' and the 'city slicker.'

These are the words that Sister Rose Muriel whispered between her sobs when we were packing her trunk to go to her new mission. As we packed, I told her how easily she could overcome this useless fear. I had had my own experience with this same old bugbear.

Being born and reared on a large farm, six miles from the nearest village, I knew, personally, the attitude of country children toward city children. Teaching city children for fourteen years has given me a very vivid picture of city children's attitude toward country children.

Two years before, I had been given the privilege, or rather the duty, of tearing down the barriers in a mixed class of city and country children. There are several reasons why this condition exists in any suburban school. The outstanding cause for the labeling of each group is that the children do not know each other.

### Both Wrong

Reuben thinks the city is just a crowded, sweltering place where the dentist lives. Reginald pictures the country as nothing more than a vast tract of land filled with ragweed,

where one spends long hours in back-breaking work.

Down in my heart I felt that if Reuben and Reginald really knew and understood each other, there would be between them a friendly spirit, instead of an antagonistic attitude.

At the opening of school in September, I decided to see if my convictions were true. I must admit, it was not very difficult to spot freckle-faced, tow-headed Reuben. So I had him sit in the seat across from well tailored, nicely manicured Reginald. I wanted them to come into close association. Immediately, I sensed just what I had expected. Reuben wilted because of his inferiority when he found himself sitting so near a "city slicker." Reginald looked disdainfully at his new country neighbor. I knew, from my own school days, how Reuben was suffering interiorly. I was waiting for an opportune moment to bring Reuben out of his shell.

### A Specialist

Later in the morning, while teaching the unit on agriculture in geography, I continued to work out my scheme. I called on Reginald to state four necessary conditions for farming. He fumbled and stammered. Finally, admitting his ignorance, he slumped into his seat. I really had hoped for this. Casually, I called on Reuben. With his face beaming, he quickly untangled his lanky legs and leaped to his feet. He fairly shouted out the answer. He was no longer conscious of the long sunburned arms dangling by his sides. Rapidly, he began to enumerate many more than the four requi-

sites found in any geography book. He was answering from actual experience on his father's farm. I can still see the look of surprise that flashed across Reginald's face.

Reuben noticed it too. "Why, I thought everyone knew that answer. That's easy!"

Reginald's thoughts spoke from his eyes. "Why, that poor hick isn't as stupid as he looks."

### Fish Stories

Gradually, Reginald's interests became Reuben's interests. What did I hear one afternoon during free time? The two erstwhile foes were making plans for a little fishing trip down at the shady brook that runs through Reuben's farm. After the fishing trip Reginald stayed all night with Reub, now no longer the "country hick" in Reginald's opinion.

Needless to say, Reginald had some tall fish stories to narrate at the next oral English lesson. Catching fish with a bent pin attached to a piece of twine was an exciting and rather novel experience for Reginald.

From this time on, when I assigned library reading, Reuben did not pucker up his freckled face and begin to mumble that because he lived in the country he could not borrow books from the city library. He knew that whenever I gave a library assignment Reginald was sure to nudge him and whisper across, "I'll get a book for you tonight on my card, Reub."

### A Noble Profession

One day, as a reward for washing the blackboards, I gave Reuben a little holy card. On one side was Dobson's poem, "The Plowman," and on the back "Prayer of a Rural Family." As soon as he read it I easily could see that Reuben was no longer ashamed of being a farmer's son, so proud was he of this leaflet.

The other children of the class were greatly influenced by the changed attitude of Reuben toward Reginald. I noticed, on several occasions, Reuben bringing large polished apples or yellow juicy pears to some of the former "slickers." In exchange, a candy bar was slipped into Reuben's desk before he arrived at school.

### Go and Do Likewise

"Now, do you see, Sister Rose Muriel, how easy it is to break down the old prejudice that the 'country hick' and 'city slicker' have been nurturing since early childhood? We, as suburban teachers, have Christ as a model. He taught the country and the city folk as one group. He made no discrimination. We must strive to follow our divine Teacher. We must convince the children that farming is a noble profession. Through this worth-while occupation are raised the wheat and the grapes, the constituents so essential in the Holy Sacrifice of the Mass, and for the Holy Communion in which both Reuben and Reginald are daily participants."

The 44th Annual Convention  
of the  
National Catholic Educational  
Association  
Boston, April 8-10

\*St. Ambrose Convent, Rochester 9, N. Y.

# Lip Reading for Hard-of-Hearing Children

*Florence A. Waters \**

*Lip reading is the art of understanding a speaker's thought by watching the movements of his mouth.—Edward B. Nitchie.*

IT HAS been stated frequently that every one lip reads to some extent, even those with normal hearing. Most people understand more readily when watching the face of the speaker. They gather the thought, not alone from the words they hear, but also from facial expressions and lip movements. Skillful lip reading may be acquired through training in which quickness of eye is developed, favorable qualities of mind are called into action, and the habit of close observation formed.

This observation takes into account the entire person of the speaker. A well-trained lip reader gathers much from the human countenance. Even those speakers who, consciously or unconsciously, endeavor to control their facial expressions, usually reveal some flicker of emotion, some trace of what is passing through their minds. The observant lip reader catches these passing lights and shadows and takes in almost imperceptible muscular movements of the face, head and hands: a glance of the eye, an unconscious gesture. This observation of facial and bodily indications of thought is supplementary to hearing and lip reading in the interpretation of speech.

An authority on social work for the hard of hearing, Annetta W. Peck, says that the discipline of learning to read the lips does more than merely sharpen the student's wits. Powers of concentration and observation are developed to become important factors in forming habits of attention and alertness.

It is through this discipline then that we look to the development of every faculty through which an impression may be received, not sight alone, but also mental and spiritual powers.

Edward B. Nitchie, that great pioneer in the teaching of lip reading as a compensation for lost hearing, who developed a teaching method that has survived several decades of progress in this field, tells us that, in the long run, it is the spiritual qualities that count most in the successful lip reader's advancement: patience, perseverance, the will to win.

Where a hearing handicap is present or imminent, what better time to begin this training of sight and mind and spirit than during the impressionable years of childhood? The unwisdom of delay, of passively yielding to the uninformed parent who imagines some stigma in an open avowal of defective hearing, should be perfectly apparent to an enlightened school personnel. Such enlighten-

ment understands that even that marvel of our mechanical age, the electrical hearing aid, may not in itself compensate fully for growing or static hearing loss, that the eyes and ears, working together, may perform the marvelous feat of keeping the victim in step with normal life.

Angelo Patri insists that any child found to have impaired hearing should be taught lip reading, no matter how slight the defect. He considers the ability to read the lips a bit of wealth that the child can carry easily, one that will prove its worth should the years bring a greater degree of deafness, one that will never get in the child's way should his hearing grow no worse.

In a paper presented before the Committee on Physically Handicapped Children, Council of Social Agencies, Philadelphia, Dr. Emily Ray Gregory said, "Lip reading itself is dif-

ficult. . . . The older one is, the harder it is to learn. But the brain of a little child is like a new film. The perception is at its keenest. Every impression is recorded accurately and more vividly remembered than at a later age, so this (preschool) is recognized as the best age to learn lip reading. . . ."

We in the parochial schools meet the hard of-hearing child at the next best age to learn lip reading—school age. We offer no exaggerated claims for this art that is also a science—a science in theory and study, an art in practice. We know it is a function of sight and so is subject to all the limitations imposed on sight, especially distance and light. Nevertheless, if our teaching Sisters the country over could be brought to appreciate the full value of lip reading as a study and its astounding possibilities as a compensation for hearing loss, and if they could be brought to realize that the years of childhood are few and delay is expensive, the future cost of deafness to the world might be appreciably lowered.

The pattern of a whole life may be changed with the onset of incurable deafness. Preparedness or lack of it will be the deciding factor in later life success or failure.

## Savings Bond Dollars Make Sense

One of the questions teachers are currently being asked by both parents and children is, "Why should I buy bonds and stamps now that the war is over?"

This question involves the national debt and its management, matters which too many of us think concern us little, if at all. Actually, the way our 260 billion dollar national debt is managed will affect every American's income and what it will buy in the future, his job opportunities, and his chance for a full life, for upon wise debt management depends our economic stability.

Money that citizens lend their government when they buy savings bonds now does not increase the national debt. The money lent by the people through their bond purchases in excess of cash-ins, together with cash balances from taxes and other revenue, is used to retire other treasury indebtedness, largely short-term issues held by the banks. In 1946, sales of savings bonds exceeded cash-ins by more than a billion dollars. During the same year, the treasury paid off almost 23 billion dollars of other securities as they matured. This shifting of the debt from banks to individuals is a dynamic factor in current debt management policy.

The interest on the national debt, now about 5 billion dollars a year, is, of course, paid to those who lend money to the government, whether they be banks, corporations, or individuals. The greater the number of individuals who buy and hold government bonds, the larger the proportion of the interest that will be

available to be spent for goods and services, thus increasing the free flow of money and goods essential to a healthy economy.

This policy of debt management has the support of an overwhelming majority of bankers and money-wise investors. Emil Schram, president of the New York Stock Exchange, speaking of savings bonds (the only security ever recommended to investors by the Exchange in all its history) recently said: "There is opportunity today to put idle funds whose purchasing power has been sharply reduced into a security which, I venture to predict, will return to the investor dollars considerably more valuable than they are today . . . and four for three besides."

Certainly, the average school child cannot invest heavily in savings bonds. But he can, if his school provides the opportunity, buy crisp red and green savings stamps with his dimes and quarters and build them into a reserve in the U. S. savings bonds which will steadily widen his personal and educational horizons. At the same time, he can learn a good deal about the economic facts upon which his government's financial policies are based. He will take an interest in these because he will realize that he has a personal stake in them.

The U. S. Savings Bonds Program is cut to fit the democratic pattern of American life. Its success will be a measure of the readiness of Americans to act with foresight in their own and their country's interest.

\*Bureau of Education, Archdiocese of St. Paul, St. Paul 2, Minn.



# Practical Aids for the Teacher

## Teaching By The Calendar

### The Church Calendar

Feb. 2 is Septuagesima Sunday, the pre-Lenten season. Since it is also the Feast of the Purification of the Blessed Virgin Mary, candles will be blessed before Mass, although the Mass of Septuagesima Sunday will be said and that of the Purification transferred to Monday, Feb. 3, with a commemoration of St. Blase. The Candlemas procession recalls the journey of Mary and Joseph to the temple.

Feb. 3. Feast of St. Blase. Blessing of throats.

Feb. 10. St. Scholastica (480-542) who was a sister of St. Benedict. Have read to your pupils the article about St. Scholastica, by Sister M. Charitas, S.S.N.D., entitled "Good Weather Guaranteed." (See *CATHOLIC SCHOOL JOURNAL*, Jan., 1947, page 21.)

Feb. 11. Apparition of Our Blessed Lady at Lourdes. In a later appearance to St. Bernadette, Our Lady in identifying herself said, "I am the Immaculate Conception." (See *Character Calendar*, by Srs. Fidelis and Charitas—Bruce Pub. Co., page 26.)

Feb. 14. St. Valentine, priest, martyr. The *Character Calendar* says: "We send a valentine to those we love. You'll not forget today, then, to send a little valentine by way of an ejaculation or an act of mortification to our Lord and another to His Mother and a little plain one to St. Joseph and a rather elaborate one to your Guardian Angel."

Feb. 19. Ash Wednesday. Lent begins.

Feb. 24. St. Matthias, Apostle. He was elected to take the place of the traitor, Judas.

Feb. 26, 28, and March 1. Spring Ember Days.

### Catholic Press Month

February is observed as Catholic Press Month. This issue of *THE CATHOLIC SCHOOL JOURNAL*, the schoolbook and library number, contains much material of assistance or suggestion in planning projects to interest pupils, especially high school students, in reading and supporting the Catholic press. Observance of Catholic Press Month calls attention especially to Catholic newspapers and magazines, but the publication of books is an extremely important function of the Catholic press. Let each student choose during this month a suitable Catholic book for his own personal library—and read it.

### Birthdays of Authors

Sidney Lanier (b. Feb. 3, 1842; d. Sept. 7, 1881). High school students should read some of his poetry.

St. Thomas More (b. Feb. 7, 1478; d. July 6, 1535). A noted English author and statesman who was martyred because he refused to sanction the divorce of King Henry VIII and to acknowledge his claim to be head of the Church in England.

Charles Dickens (b. Feb. 7, 1812; d. June 9, 1870). A noted English novelist whose stories pleaded for social reforms.

Sinclair Lewis (b. Feb. 7, 1885). An American novelist and satirist of contemporary life. Received the Nobel prize in literature in 1930.

John Ruskin (b. Feb. 8, 1819; d. Jan. 20,

1900). English author, art critic, and social reformer. A beautiful writer.

Charles Lamb (b. Feb. 10, 1775; d. Dec. 27, 1834). Well-known English essayist.

William Allen White (b. Feb. 10, 1868; d. Jan. 29, 1944). American journalist; editor and owner of the *Emporia Gazette* since 1895. Received the Pulitzer prize in 1923 for distinguished editorial writing.

George Meredith (b. Feb. 12, 1828; d. May 18, 1909). Well-known English novelist and poet.

Henry Watterson (b. Feb. 16, 1840; d. Dec. 22, 1921). American journalist and author. Founder and editor of the *Louisville Courier-Journal*, 1868-1919.

Van Wyck Brooks (b. Feb. 16, 1886). American author, critic, and scholar. Received the Pulitzer prize in history in 1937 for *The Flowering of New England*.

John Henry, Cardinal, Newman (b. Feb. 21, 1801; d. Aug. 11, 1890). The great English convert to the Church who holds a high place in the field of literature.

James Russell Lowell (b. Feb. 22, 1819; d. Aug. 12, 1891). The leading American writer of his day. High school students are familiar with his *The Vision of Sir Launfal*.

Edna St. Vincent Millay (b. Feb. 22, 1892). American lyric poet and dramatist. Received the Pulitzer prize for poetry in 1923.

Samuel Pepys (b. Feb. 23, 1633; d. May 26, 1703). English public official who compiled the famous *Pepys Diary*.

Christopher Marlowe (baptized Feb. 26, 1564; d. June 1, 1593). English poet and dramatist in the time of Shakespeare.

Henry W. Longfellow (b. Feb. 27, 1807; d. March 24, 1862). The American poet known and loved by all the people.



Henry W. Longfellow, *Everybody's Poet*, Birthday, February 27.

### Presidents of the U. S.

William Henry Harrison (b. Feb. 9, 1773; d. April 4, 1841). Ninth president, a former soldier, who died after one month in office and was succeeded by Vice-President Tyler.

Abraham Lincoln (b. Feb. 12, 1809; d. April 15, 1865). Sixteenth president (1861-1865). (See *Anniversaries and Holidays*, by Mary E. Hazeltine, pub. by American Library Association, Chicago, for extensive bibliography. See also the files of *THE CATHOLIC SCHOOL JOURNAL* for program material).

George Washington (b. Feb. 22, 1732; d. Dec. 14, 1799). First president. (See *Anniversaries and Holidays* and files of *THE CATHOLIC SCHOOL JOURNAL*.)

### Historical Characters and Events

Feb. 3, 1811. Birthday of Horace Greeley (d. Nov. 2, 1872). Pioneer journalist, founder of the *New York Tribune* in 1841, and editor till his death.

Feb. 4, 1802. Birthday of Mark Hopkins (d. June 17, 1887). Pioneer educator.

Feb. 4, 1902. Birthday of Charles A. Lindbergh, pioneer aviator and Army pilot in World War I.

Feb. 8, 1820. Birthday of William T. Sherman (d. Feb. 14, 1891). Famous general in the Civil War.

Feb. 7-13. Boy Scout Week. Sponsored by Boy Scouts of America, 2 Park Ave., New York 16, N. Y. The Boy Scouts organization was founded Feb. 8, 1910.

Feb. 9-15. Negro History Week. Sponsored by the Association for the Study of Negro Life and History, 1538 Ninth St., N.W., Washington 1, D. C. It is observed during the second week in February because of the birthdays of Abraham Lincoln and Frederick Douglas.

Feb. 11, 1847. Birthday of Thomas A. Edison (d. Oct. 18, 1931). Famous inventor of electric lights, phonograph, etc.

Feb. 12, 1746. Birthday of Thaddeus Kosciuszko (d. Oct. 15, 1817). The Polish patriot who served as aide-de-camp to Washington. In Poland he is honored as the hero of the Polish struggle for independence.

Feb. 12-22. Americanism Week. Sponsored by the U. S. Junior Chamber of Commerce, La Salle Hotel, Chicago 2, Ill.

Feb. 15, 1564. Birthday of Galileo Galilei (d. Jan. 8, 1642). The great Italian astronomer and mathematician.

Feb. 15, 1809. Birthday of Cyrus H. McCormick (d. May 13, 1884). American inventor of the reaper. Do the pupils know what a reaper is? Do they know about more modern farm machinery?

Feb. 15, 1820. Birthday of Susan B. Anthony (d. Mar. 13, 1906). Pioneer crusader for women's rights.

Feb. 15, 1898. The U. S. Battleship *Maine* was blown up in Havana Harbor. This was the occasion which started the Spanish-American War. What were the remote causes of this war? What was the actual cause of the explosion?

Feb. 16-23. Brotherhood Week. Sponsored by the National Conference of Christians and Jews, 381 Fourth Ave., New York 16, N. Y.

Feb. 19, 1473. Birthday of Nicolaus Copernicus (d. May 24, 1543). Famous Polish astronomer, who taught that the planets revolve around the sun.

Feb. 20. Observed as the birthday of Frederick Douglas, Negro abolitionist who was born in slavery (died in 1895).



# Democracy and Communism

*Sister M. Ruth, R.S.M. \**

This comparative study of Democracy and Communism may be used in a class in the senior high school dealing with sociology, economics, or world conditions.

The objective is to acquaint the student with the rights, duties, privileges, and advantages which a democratic government provides and to show them that Communism denies to individuals all these basic rights with which we are endowed by the Creator.

## Democracy

A democracy recognizes many political parties and provides participation in proportion to capacity and merit.

Governmental powers are divided among federal, state, and local government, each acting as a system of checks and balances designed to shield political liberty. It appeals to reason rather than force to secure its end. People are free to discuss, criticize, and advise the government.

Distrust of political parties has tended to promote nonpartisan elections and voting for qualified men rather than party label. It is a framework of laws, not of men. Power is restricted by delegated power, constitutional rights, and matters pertaining to faith and morals.

Democracy recognizes the dignity, liberty, sanctity, and the intrinsic worth and rights of every human person.

It believes in the fundamental equality of all men regardless of race, nation, age, sex, color, or education. It recognizes personal, economic, and political freedom under the guidance of the moral law.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their power from the consent of the governed."

"A government of the people, by the people, for the people."

Democracy is neither national nor international but has implications in both.

It is a firm believer in international co-operation and is active in good neighbor policies, organizations, and foreign affairs to promote world welfare.

Its national policy demands alleviation of pathological conditions in society, as delinquency, crime, and disease; the elimination of class conflict; demographic policies which will preserve the vitality of the race and the rectification of inequalities.

Social consciousness has resulted in legislation and public expenditures in cultural, vocational, educational, and health programs.

The home is considered the basis of civilization and marriage the foundation of the nation.

By origin and by nature domestic society is prior to civil society whose duty it is to protect and not dominate, to supplement and not supplant.

Marriage is sacred and both persons are bound to one another. The degree of relation within which parties may marry is clearly defined by canonical and civil law.

Husband and wife are equal in the sense that both enjoy the dignity and value of personality, yet for the purpose of leadership the natural law has marked out man rather than woman. Woman's place is in the home rearing her family.

Democracy protects the needy and weak that they may maintain their self-respect, by distributing food, clothing, and shelter through indoor and outdoor relief agencies.

\*Teacher of sociology at Mercy High School, Milwaukee 4, Wis.

## POLITICAL STRUCTURE

Communism is compulsory and tolerates no rival parties. Candidates are chosen by party leaders.

Centralization of all power is in one man with unlimited power obtained by craft, intrigue, dishonesty, and ruthlessness. The government is despotic and all protests and discussions forbidden and punished by death or imprisonment.

It watches tirelessly economic, political, social, or cultural events and trends, always pointing out what must be done to overthrow capitalism. Party members live under iron discipline and are forced to carry out all orders regardless of exigencies. Terrorism is the prerogative of the prevailing clique.

## PHILOSOPHY

Communism recognizes the state as supreme, with man stripped of his liberty, his dignity, has personality.

Humanity is trampled upon for the greater glory of the dictator wherever the red flag flies. The state is the origin of all rights—personal, family, political, religious, and economic.

Communism is atheistic, materialistic, and revolutionary. It denies God, abolishes private property, stirs up class hatred and enmity, and leads to economic serfdom.

The basic principle of Communism is the supremacy of the state—man being a mere instrument to be used, misused, abused, purged, or jailed at the will of the dictator.

## SCOPE

Communism is essentially international. It approximates a worldwide movement founded essentially on class spirit, class struggles, and class hatred.

It is capable of wielding a tremendous influence because it demands and receives unflinching obedience to centralized authority.

It develops an exaggerated idea of international influence and destroys all traditional order. Widespread chaos is followed by absolutism through violence and decrees.

Terror, despotism, and persecution are producing havoc and suffering among millions ruled by cruel, unscrupulous dictators who disregard even the elementary laws of justice and charity.

## FAMILY

All life revolves around the state. The home is a danger and menace due to decay of family morals. Those which are retained aim to breed soldiers and serfs of machine and soil.

Communism removes all restraints and holds the principle of absolute equality rejecting all authority even that of parents.

Marriage is neither sacred nor permanent for there is neither love nor mutual help. Indissolubility is scoffed at and the emancipation of women is proclaimed a basic principle.

Marriage is a purely artificial and civil institution and is characterized by the rejection of any link that binds woman to family and children. Women are forced into public life and collective production under the same condition as men.

## GENERAL WELFARE

Communism ignores the general welfare since it glorifies the state and not the individual. Money that should go into goods, services, food, and shelter is used to spread communistic doctrines.

The privileged group live in luxury and comfort while the poor are

**Democracy**

It attempts to fit all economic and social factors into an organic structure, aiming at the welfare of all. It imposes only regulations that are necessary for the safeguarding of the rights of all.

The people stand together to support the country, to pay taxes, to help protect health, to build unity and good feeling among themselves.

**SUFFRAGE**

Democracy offers equal suffrage to all classes and to both sexes.

It permits, encourages, and facilitates access to information necessary for wise decisions on public policies.

Secret ballot, frequent elections, specified qualifications for voters, the right to impeach officials are rights of the populace.

**WAR**

A democracy sanctions war only when necessary to preserve the rights of the people or the nation.

It provides such security, freedom, opportunity, and justice for all its members that they will be qualified and ready, if circumstances require, to sacrifice in defense of its way of life.

When freedom of the seas and the security of our country are endangered, we will defend sea and land at whatever cost.

**PROPAGANDA**

Democracy uses propaganda chiefly to create favorable attitudes toward public policies, institutions, organizations, charities, and the promotion of the national welfare.

In a democracy there persists a sort of Protestant unwillingness to give up the personal search for truth and complacently accept official edicts in matters of opinion.

Democracy prefers a variety of creeds and propaganda from which to make a selection.

In the interests of America and the American people committees are operating at great expense to investigate propaganda and propagandists in the United States.

**CENSORSHIP**

Anyone may say what he likes, print what he pleases, and any group may assemble whenever they please. These rights are limited only by the laws of treason, of slander, and libel.

Restrictions on freedom of speech and print come from solicitude for public morals.

There is little censorship of the press. Slightly more than with regard to the stage. More rigid standards for the motion picture. Care is taken with what can be spoken over the radio.

**RIGHTS****Democracy offers a right:**

To live	To security
To love	To organize
To learn	To residence
To worship	To movement
To play	To petition
To rule	To a living wage
To own	To decent standards of living
To opinions	To constitutional protection

Democracy attempts a general diffusion of ideas, knowledge, standards of conduct, and the spirit of fair play which promotes a sense of equality.

The doctrine of natural rights is included in our American Bill of Rights and the Declaration of Independence.

**Communism**

deprived of even the necessities of life. The few communal apartments house a mere fraction of the population.

Peasants are forced into collective farms, deprived of their homesteads, and their property ruined or expropriated. The fruits of labor are distributed as needed.

Communist citizens have no right or opportunity to nominate candidates as this right belongs to party leaders.

During election periods the entire population is submitted to mass suggestion and then forced to appear at the polls and subjected to the humiliating farce of compulsory election of candidates chosen by leaders.

Voting is public with no space on ballots for inserting names or even marks.

Communism advocates militancy and strives to transform the entire organization into a fighting unit.

It holds that wars are the inevitable outcome of capitalistic competition for world markets.

Communist propaganda penetrates into all regions and all classes. For those who do not accept there is the constant threat of terror, by secret political police.

Its propaganda is truly diabolical and shrewdly adapted to ever-varying conditions of diverse people. It is directed from a common center and has at its disposal great financial resources, gigantic organizations, congresses, and workers.

The press, educational and social institutions, art and science, reading rooms and libraries, special instructions and pictures are mobilized for the purpose of reshaping thought patterns.

Rigorous tyranny over what a man says, over what he hears, and over what he prints, and over every form of transmitting ideas from person to person.

No one is too obscure to be spied upon and everyone is considered a potential saboteur, wrecker, and traitor.

The government has complete control of communication and brooks no opposition, real, potential, or imaginary.

The press conforms or dies. The radio is an absolute state monopoly. Both give news and information which the dictator decides the people may know. No play may be acted in a theater without sanction. No movies may be shown unless approved.

**Under Communism man has no right:**

To live	To opinions
To love	To security
To learn	To residence
To play	To movement
To worship	To petition
To own	To a living wage
To organize	To decent standards of living
To rule	To governmental protection

All rights — personal, political, religious, and family have their origin in the state which may curtail any or all at pleasure.

Communism denies the existence of God and God-given rights and claims that rights originated in the state and may be modified by the state.

**Democracy**

In a democracy there is equality before law and free trial without payment.

The accused may demand the cause and nature of accusations against him and must be confronted with his accusers and witnesses. He cannot be compelled to give evidence against himself, nor can he be convicted except by the law of the land or the judgment of his peers.

Open and speedy trial before a jury with the protection of court rights and competent counsel is his right.

No individual may be deprived of life, liberty, or property without due process of law. He is assumed innocent until proved guilty. No excessive bail or fines, no cruel or unusual punishment may be inflicted.

**JUSTICE**

Under Communism there is no equality before laws; trials are farces on justice and liberty.

Accusations, though vague and general, warrant arrest. False witnesses testify and the accused is not present at his trial, which is constantly delayed and postponed. There is continuous warfare by spies who seize whom they choose and torture unendingly to extract fictitious confessions.

The ordinary processes of justice have given way to despotism of the first magnitude. Judgment is by a strange judge and no jury.

Excessive fines, no bail, cruel and excessive punishment for trivial offenses, death and imprisonment secure rigid conformity to details of party line.

**Communism****RELIGION**

Democracy permits worship according to the dictates of one's conscience.

Guarantees freedom from persecution by those in authority.

Believes in separation of the Church and the State.

Allows private and parochial schools of any denomination and permits religious teaching, instruction, movies, and radio broadcasting.

It believes that the dignity of man depends upon his spiritual independence.

Communism considers religion the opiate of the people and has converted churches into public museums of hatred for a belief in God.

All religious practices and observances are banned and the virtues are trampled underfoot.

Priests and ministers are disenfranchised and deprived of rights since teaching, preaching, or instructing in religion are considered criminal acts.

It carries on a systematic campaign of antireligious work, antireligious materials, antireligious propaganda, and antireligious press against those who have religious convictions.

**LABOR-CAPITAL**

Democracy implies freedom to fish, to grow, to mine, to cut, to make, to manufacture. Natural resources are preserved for the widest use of the general welfare.

There is freedom to ship, and sell, to contract and buy.

Labor bargains collectively with the employer and strikes if dissatisfied with conditions, hours, or wages. There is freedom to hire and to dismiss, to work or not to work.

Communism is a gigantic system of state landlordism, liquidation of capital goods, and nationalization of all land and industry.

It is a system of planned economy, where everything is bought, sold, and produced subject to minute rules and regulations. The state gives according to needs and forces each to labor according to his capacity.

Communism protects the state in its exploitation of the workers who are drafted for labor without regard for personal welfare. Wages and hours are fixed and uniform. Positions cannot be changed unless authorized.

There are no independent labor unions. Collective bargaining and strikes are forbidden because they are considered revolutionary sabotage.

**EDUCATION**

An extensive educational system with opportunities from kindergarten through the university, with special opportunities for the blind, the deaf, the crippled and the handicapped, and for individuals of varying talents and interests.

Education in a democracy is considered essential to keep religious liberty in balance, to instill tolerance, and to keep freedom of speech from degenerating into license. It teaches respect for law and the desire to enforce law.

Special emphasis is placed on individual responsibility for social and political progress and the counteracting of anarchistic tendencies that grow out of selfishness and greed.

Education is compulsory and training is along dictatorial lines; hence individual interest and talent is destroyed. Athletics and military training are stressed, since youth will be recruited for definite purposes.

The educational system utilizes every conceivable device that might be the means of uprooting the religious beliefs of the people.

Children are systematically weaned from parental influence and taught to spy upon their parents, disobey them, and ridicule their ideas. At 8 years children join the Young Pioneers, at 15 the Communist League, and at 21 the Communist Party.

**YOUTH**

In a democracy youth is looked after by its parents, but in case of neglect, improper care, insufficient food, clothing, or shelter the state steps in.

Interesting and beneficial programs of spiritual, social, educational, and athletic activity have been developed as a major role in protecting American youth.

Federal grants supplement state and local communities to develop minimal facilities for all.

Principles of self-support, self-reliance, and prudence are inculcated, and youth is made conscious of his rights and duties as local and national citizens.

In a Communist state children are wards of the state without intrinsic dignity or value.

The youth is prominent in all organizations and must devote his life to the emancipation of the working class from capitalistic slavery.

A youth must work to become an active functionary and further the work of self-activity. He must bring to the knowledge of the leading body any important social, economic, or political occurrence he may observe and if arrested must give no testimony against his comrades.

Every effort is made to win the child to Communism's insidious principles.



# The Saints and Supernatural Marvels

*Brother U. Alfred, F.S.C. \**

There is a tendency in many quarters to relegate miracles and other extraordinary phenomena in the lives of the saints to the limbo of forgotten things. To speak of these matters seriously is a sure sign that one has not advanced beyond mental childhood, while to grow enthusiastic about them indicates softening of the gray matter. For has not historical research shown that ever so many of the so-called facts recorded in the lives of the saints are nothing but pure romance or legends or tales accepted in an uncritical spirit? Well may the wise smile knowingly when they hear of some would-be marvel. They are not to be taken in so easily by children's stories.

The lives of the saints, likewise, were written in former times with a great emphasis on miracles, prophecies, and extraordinary phenomena. But the present trend in hagiography is to paint the saints as real men and women like ourselves, people whom we can love and imitate because they were so human as well as so divine. Hence, the marvelous has been severely de-emphasized. For (and the saints realized this to the full) it is not because of the great works that God does in them that they are pleasing to Him, but rather because they do the will of their Father in heaven.

The exaggerated and careless use of the marvelous in the classroom has cast a bad odor about these matters. It is to be suspected that many teachers used these incidents simply because they were good stories. They needed material to keep the class interested. And so, because of their uncritical and unreasoned mode of procedure, they drifted into many exaggerations.

## Our Skeptical Age

A final and none too negligible factor tending to discredit the supernatural phenomena in the lives of the saints is the skeptical spirit. For we cannot deny that there is a pronounced tendency among men in general, whether outside the Church or within the Church, to discount the supernatural in life. This it is that lies at the base of atheism, false humanism, and naturalism. But even those who believe that there is a God, a fact that reason clearly demands, may balk when it comes to a firm belief in the value of prayer, the action of Divine Providence in the world, and the existence of extraordinary manifestations of divine power. They are skeptical of the distinctly supernatural. They can "see" ethics clearly enough; but supernatural religion seems somewhat hazy. This tendency, traced back to its origin, will be found to be a manifestation of intellectual pride. Human reason would be better satisfied if God did not "interfere" in the world, as some so naively put it.

The religious educator is bound to take a

definite stand regarding this question of supernatural marvels. It is of no avail for him to say that he is reacting against past excesses in keeping these things in the closet with the "family skeletons" of Church history. If he is to enter into the designs of God, he must come to look at this question in the light of divine truth.

## Establish the Truth

The first step, evidently, in any rational approach, is to examine the facts. The first step for some, however, is to say: "These things could not have happened" or they make an ejaculation equivalent to "bughouse fables." Then having ascertained the veracity of the facts, it is important to determine, if possible, whether the phenomena in question are truly supernatural. If they are, and one must not jump to a conclusion without sufficient proof, then we arrive at this major conclusion: God is responsible for this event. And if God is acting, there must be a purpose worthy of Himself associated with the action. To conclude otherwise would be tantamount to blasphemy. Moreover, if the work is of God, it is to be dealt with reverently and not be made the object of flippant remarks or "wise cracks."

## Why Miracles Happen

To arrive at a correct appreciation of the way to approach supernatural marvels in our work in the classroom, it is necessary to understand why God acts thus in His saints. The reasons are varied. At times, God uses miracles and extraordinary phenomena to mark a person entrusted with a divine mission and thus establish the truth of a revelation. We see this in the case of Moses and the prophets and, above all, in the mission of the Son of God on earth. In this way, likewise, God bears testimony, as it were, to the high sanctity of the one so honored. It is as if He were saying: "This is my beloved Son in whom I am well pleased." Thus it is that

many are led to imitate one so marked by God. God also acts to confer temporal favors, to relieve suffering or sorrow. But we readily can understand that there is more to the miracle than the mere temporal benefit. How many people have received immense spiritual benefit because of some miracle performed in their particular case. Before it occurred, they were, perhaps, very ordinary Christians with a weak and faltering faith, but afterwards they are filled with confidence in God and a living realization of His action in the world. In this way, also, God keeps before men in general the supernatural which they are so inclined to forget or ignore.

## Marks of God's Approval

With these few ideas well in mind, it should not be difficult for the religious educator to outline a policy in regard to supernatural marvels in the lives of the saints. He should avoid, evidently, stating as a true supernatural event what he does not know to be such. But if, on the basis of careful investigation, he finds such events in the lives of the saints, then he should not hesitate to use them in a way that will secure the purposes of God, as far as these can be ascertained. In my opinion, the entire elimination of this material is not entering into the designs of God. Our students, as a little examination on our part will show, are tainted by the spirit of skepticism abroad in the world, and they have not that firm belief in angels and devils, the presence of God, the value of prayer, the occurrence of miracles, etc., which they should have. If God has performed these marvels for the very purpose of revealing His action to men, then we enter into His designs by bringing these events to the attention of our students. Not only will this help to strengthen their sense of the supernatural, not only will it give them a greater appreciation of the power of prayer, but it will aid them in coming to a realization that the saint we are discussing was indeed approved of God. This halo of divine approval will do much to encourage imitation of the example of the saint. Whereas, holding exclusively to the human approach will in fact be equivalent to presenting the saint, not as God made him, but as modified by our point of view.



*The Library Club of Lourdes High School, Rochester, Minn., celebrated Catholic Book Week, 1946, with an exhibit of Catholic authors, and scenes from "God's Troubadour" by Jewett and "The Wolf of Gubio."*

\*Visitor of Schools of Brothers of the Christian Schools, Mount La Salle, Napa, Calif.

# Reading Guidance in High School

Brother Louis Andrew, F.S.C. \*

WE LIVE in a period of unprecedented strains and stresses, a truly complex era. Our world has shrunk through scientific achievements, especially the airplane, the radio, the silver screen, and now television. Never have geographical divisions changed so rapidly, never have political revolutions mushroomed as in our day, compelling our attention to international developments in multiple ways. For the schools, whose task is to prepare the student of today for the world of tomorrow, these factors pose real problems.

Now, more than ever before, books and reading hold a place of preeminence in our world. The reliance of our age upon the printed word is mute testimony to this fact. The multiplication of printing presses disgorging reams of paper assembled into news journals, magazines, pamphlets, and books accentuates the problem of selection and assimilation. In this luxuriant flowering of the press the need for an enlightened program of guidance in reading is obvious.

Among the significant and timely studies pertinent to the subject are Urban H. Fleege's *Self-Revelation of the Adolescent Boy*, Ruth Strang's *Problems in the Improvement of Reading in High School and College*, Ralph R. Williams' report on "Extensive vs. Intensive Study of Literature" in the *School Review* for November, 1929, and Dora V. Smith's report, *Evaluating Instruction in Secondary School English*, English Monogram No. 11, published by the National Council of Teachers of English as well as an article by Dr. Smith on "Stimulating Interests and Appreciation Through Reading" in the *Elementary English Review* for May, 1940. Along parallel lines may be cited Gray and Leary's study on *What Makes a Book Readable*.

For Catholic teachers, there is nothing novel about reading guidance; its necessity is contingent upon the educative process. Mother Church, in her solicitude for the welfare of souls and the triumph of truth, goodness, and beauty, repeatedly has urged the faithful to beware of dangers lurking in books, as elsewhere. Librarians and teachers are well aware of the existence of the *Index of Forbidden Books* and the repeated injunctions of popes and bishops relative to reading. Canon law and the criteria established by the Congregation of the Index and the Holy Office indicate clearly the importance and necessity of carefulness in our selection and recommendation of books, whether for the adolescent or the adult.

For the purpose of clarifying our ideas about the Index, Father Edward Mahoney has done us a real service in his lucid discussion on "The Index of Forbidden Books," in the

*Catholic Library World* for January, 1946. Father Harry C. Koenig has specified the application of Church legislation to the secondary school problem in the following article in the same magazine entitled "Forbidden Books in a High School Library." A very effective treatment of the subject of censorship relating to books and reading is contained in *Catholic English Literature*, Report of the Twenty-second Annual Meeting, 1940, Franciscan Educational Conference, published by St. Anthony's Guild.

Popular discussions of this question suitable for class readings are two pamphlets by Father Daniel A. Lord: *I Can Read Anything*, and *What Is Decent Literature*. Another discussion that is popular is Father Herbert O'H. Walker's *Books Control the Future*.

In order to establish some literary, as well as moral, criteria in book selection, a few outstanding contributions recently have appeared that will prove invaluable. These are Father Harold C. Gardiner's "Tenets for Reviewers" and Austin J. App's "How to Judge a Novel Ethically" (*Catholic Educational Review*, October, 1944) as well as a timely and provocative article in the *Catholic Educational Review* for February, 1946, by Sister Anita Mary Jochem on "Guiding the Reading of Adolescents," which, incidentally, contains a valuable bibliography of materials for educators.

Let us build up our own background by extensive reading and examination of books available and suitable to our purpose, the Christian instruction and education of young Americans. Nowadays, when we have well-stocked libraries in many of our secondary schools, and even in our elementary schools, it were a shame not to be cognizant of what is housed in our own school library, not to mention our local public libraries. If we are engaged in presenting literature as it is done today in our English classes, we ought to be aware of the ways and means that facilitate our efforts. We must understand the extensive and intensive methods of building a reading program, advantages and disadvantages of each, and adopt one of them on principle. We must be aware that there are many useful book lists available which can be of inestimable assistance to us in the selection and evaluation of books. It is with this thought in view that I am adding a catalog of book lists that should prove very useful to our librarians and teachers.

## General Lists of Books

### A Major List

*The Standard Catalog for High School Libraries. With Catholic Supplement.* Ed. by I. S. Monro, and R. R. Jervis, 4th ed., rev., with supplements. Catholic editors: Richard James Hurley and Wm. J. Gibbons. H. W. Wilson, 1942.

Annotated list arranged in dictionary and clas-

sified indexes by title, author, and subject, with grade placements.

### Minor Lists

A.L.A.-N.E.A.-N.C.T.E. Joint Com., *A Basic Book Collection for High Schools*. Chicago, A.L.A., 1942, 200 pp., \$2.

A.L.A. *By Way of Introduction*. A book list for young people. Chi., A.L.A., 1938. 65 cents. A very useful list of books for average adult readers, well annotated and grouped by theme.

A.L.A. *A Goodly Heritage*. Chi., A.L.A., 1943. 25 cents. Annotated with thematic arrangement.

A.L.A., *Inexpensive Books for Boys and Girls*. 50 cents.

Catholic Evaluation Committee. *Reading for a Better World*. N. Y., Doubleday, Doran, 1945. Free. Annotated, graded, classified.

Catholic Rev. Com., *A List of Books Available to Grades Two Through Nine*, approved by Cath. Rev. Com., Schools Division. Washington, D. C., Public Library, 1939.

Follett Book Co., *Guide to Good Reading*. 1255 So. Wabash Ave., Chicago. Free. Annotated, graded, classified.

Foster, Mary Elizabeth, *1000 Books for the Senior High School Library*. Chi., A.L.A., 1935. \$1.

Frank Josette, *What Books for Children*. Guideposts for parents. N. Y., Doubleday, Doran, 1941. Annotated, classified, graded, indexed.

Heller, Frieda, and White, Ruth, *Books to Enrich Teaching*. Bulletin of the Ohio Conference on Reading, No. 1. Columbus, Ohio, St. U. Press, 1941. 25 cents. Annotated, jr.-sr., arranged topically.

Kiely, Mary. *New Worlds to Live*: a catalog of books for Catholic boys and girls. Selected, annotated, illustrated. New York, Pro Parvulis Book Club, 1946. \$1.

La Guardia, F.H., *An Invitation to Read*. N. Y., Municipal Ref. Lib., 1938. Gr. 1-12. A good, generous, well balanced list of books found useful in juvenile court in N. Y. City. Subject, author, title indexes.

Luella, Sister Mary, *The Catholic Booklist, 1942-45*. River Forest, Ill., 1945. 50 cents. Annotated, classified.

N.C.T.E., *An Experience Curriculum in English*. A report of the Curriculum Commission of the N.C.T.E., W. W. Hatfield, N. Y., Appleton, 1935. Classified, with objectives, according to themes, and graded.

N.C.T.E., *Books for Home Reading for the Senior High School. Leisure Reading for Grades 7, 8, and 9*. Chi., 211 West sixty-eighth St., N.C.T.E., 1937 and 1938. 20 cents each. Annotated, classified, graded, illustrated.

New York Public Library. *Branch Library News*. January issue *Books for Young People*. 50 cents a year, 10 cents for Jan. Carefully chosen list of standard and current books, grouped by theme.

Office of the Secondary Education Board, *Senior List of Current Books*. Milton, Mass. Annual. Classified, graded, annotated briefly.

Redemptorist Fathers, *An Annotated List of Catholic Books*. Oconomowoc, Wis., Redemptorist Seminary, 1940. (Mimeographed.) Arranged by classes, subjects, and briefly annotated.

Roos, Jean Carolyn. *What Shall We Read Next?* A program of reading sequences. N. Y., H.W.W., 1940. 35 cents. Something different. Grades books by steps for guidance in reading from less to more difficult.

Schuster, George N., S.M., *Catholic Authors of the Past and Present, Junior edition*, and *Volume 2*. St. Louis, 4701 S. Grand Blvd., George N. Schuster, 1945. 50 cents and 35 cents. Attractive, illus., annotated.

Slater, Russel, *Books for Youth Who Dislike Reading*. Bulletin of the Ohio Conference on Reading, No. 2, Ohio St. U. Press, Columbus, 1941. 25 cents. Annotated, for retarded readers in Jr.-Sr. high school. Interest level several grades higher than reading difficulty.

Smith, Dora V., and Bertha Handlan, *Book List of Titles for Use in Ed. C. I. 122 Adolescent literature*, mimeo. Univ. of Minn., Folwell Hall

\*Librarian, De La Salle High School, Minneapolis, Minn.



Bk. Store, 1945, 65 cents. Classified, with bibliography of reference books.

Strang, Ruth, *Gateways to Readable Books*. An annotated graded list of books in many fields for adolescents who find reading difficult by Ruth Strang and others. N. Y., H.W.W., 1944. \$1.25.

Syracuse Public Library, *Gold Star List of American Fiction*. 25 cents. American novels grouped by topic. Revised annually.

Van Nostrand, Jeanne, *Subject Index to High School Fiction*. Chicago, A.L.A., 1938. A very useful index to fiction, grouped by such themes as farm life, home and family life, pioneer days, etc. H.S. level.

#### Special Lists of Books

Coan, Otis W., and Lillard, R.G., *America in Fiction*, Stanford U. Press, 1942. Topical, as: pioneering, farm and village life, industrial America, politics, religion, Southern tradition, etc.

Inland Empire Council of Teachers of English, *Northwest Books*. Binford and Mort, 1942. Topics, as: pioneering, the Oregon Trail, the Pike, etc.

Lingenfelter, Mary R., and Hanson, Marie A., *Vocations in Fiction*. A.L.A., 35 cents. Novels grouped according to vocations revealed in them.

Logasa, Hannah, *Biography in Collections*. N. Y., H.W.W., 1933. 90 cents. Index to single chapter biographies in compilations. Classified, graded.

Logasa, Hannah, *Historical Fiction* and other reading references. McKinley Pub. Co., 1941. \$1. Divided: Ancient history, medieval and modern Europe, U. S., etc. With author and title index.

Logasa, Hannah, *Regional United States*, F. W.

Faxon Co., 1942. Graded, grouped by states, regions, etc. Includes factual books.

Kircher, Clara J., *Character Formation Through Books: a Bibliography*. An application of Bibliotherapy to the behavior problems of childhood. Cath. U. of America, Washington, D. C., 1944. Graded, annotated, indexed.

Moore, Anne C., *The Choice of a Hobby*. A unique descriptive list of books offering inspiration and guidance to hobby riders and hobby hunters. Chicago, F. E. Compton, 1000 N. Dearborn St., 1934. Free. Old but good.

Munson, Amelia H., *Poetry for High Schools*. N. Y., H.W.W., 35 cents. A helpful analysis of recent poetry for high school use.

N.E.A. Dept. of S. & D. of I. *Americans All: Studies in Intercultural Education*, Yearbook 14. Washington, D. C., 1942. Biographies, fiction, etc., with special emphasis on immigrant and Negro.

Waxman, Julia, *Race Relations*. A selected list of reading on racial and cultural minorities in the U. S. with special emphasis on Negroes. Chicago 15, 4911 Ellis Ave., 1945. Well classified.

#### Newspapers and Other Periodicals

"Balancing the Books with America." Supplement to *America*. Yearly summary.

*The Booklist: A Guide to New Books*. Monthly. \$3 per year. Chicago, 520 N. Michigan Ave., A.L.A.

*Books on Trail*, John C. Tully, ed. Thomas More Book Shop, 22 W. Monroe St., Chicago 3, Ill. \$3 per year.

*Junior Books*, Reviews books for Catholic Youth. Bimonthly. Brothers of the Congregation of the Holy Cross, Notre Dame, Ind. \$1.50 yearly.

we shall be in heaven because, as long as we are living in this world, we have very little experience of perfectly good health.

There are many reasons why sometimes we do not feel well. One reason is that our bodies are heavy, and we get tired carrying them around. They are always getting hungry or thirsty, or too cold or too hot or too tired. We get tired standing and have to sit down to rest; and after a little while we get tired sitting and want to stand. A few moments of rest is the beginning of more tiredness!

But in heaven we shall never feel tired. Never shall we feel the weight and drag of our bodies. Why? There are many reasons. One: we shall move around too fast to have time to be tired!

In this world, we don't move very fast — not as fast as we would like to. Our bodies at times feel as heavy as lead, and they slow us up. Our hearts and minds are weighed down by our bodies. Suppose you want to see a friend who lives far away. You know where he is, and you love him. Just as soon as you think of him, he is in your heart and mind. But if you want to see his face and clasp his hand, you have to take a long trip. You have to carry your body along with you, stopping on the way for breath or for sleep. How slow our feet are in keeping step with our desires!

This is true of everything that lives and breathes in a body. Some birds are swift as the wind. But still they can't fly as fast as they would like to. See how long it takes the birds to fly south for the winter! They know all the time where they are going; but their wings can't keep up with their wishes. Some days they get so tired flying that they have to rest in treetops or on the masts of ships.

Even if we could fly as swiftly as birds, we would still be slow in getting anywhere. But when our bodies rise up again on the last day and join our souls, we shall be swifter than birds. We shall never feel the weight of our bodies. We shall never get tired. Nothing will ever get in our way to slow us up or to stop us.

After the resurrection we shall move around heaven faster than light rays. There is only one speed that we may compare with the speed of the light rays, and that is the speed of angels. How fast do angels go? They come and go as they wish and whenever they wish. They move around with perfect ease. And they are always on time. No one ever saw an angel running. Angels make up their minds where they are going: and they are *there*!

Think of the fastest thing you know, and then multiply it a hundred times over. Even then, it will be less than the speed of our bodies after the resurrection. The fastest motion within my experience is the twinkling of an eye. Just think of it: with one swift glance of the eye, we can reach almost anywhere *at once*. Run your eyes along a wall, or over the roof tops. Look higher still until you come to the sun in the sky. How far is it from you to the sun? Have you ever measured the distance? And yet, just as soon as you open your eyes, while you are still standing here, your glance is *there* — on the sun! In quicker

## Sermons From the Saints

William Carroll, S.J. \*

### The Meaning of Suffering Explained to Children

From a thirteenth-century sermon, ascribed to St. Bonaventure; freely translated.

When we are in trouble or in pain or in sorrow, it is patience that proves our character. "Suffering is the real test," St. Gregory tells us; "it proves how much we are worth deep down inside."

We know that it takes a red-hot furnace to tell the difference between tin and gold. It takes a rough file to put a smooth edge on a dull, rusty ax. And it takes a threshing machine to separate the weeds from the corn grains.

Suffering is like a hot furnace. Through suffering, our *souls* are tested to see if they will melt away like cheap tin, or stay strong like gold.

\*Shadowbrook, Lenox, Mass.

Suffering is like a rough file. It cleans the rust off our souls and sharpens them like a clean ax.

Suffering is like a threshing machine. It beats the weeds out of us and makes us smooth and clean as fresh corn grains.

Our souls are like little islands. High waves do not wash an island away. In fact, they seem to make an island stronger, by rolling up sand and rocks along the shore. Suffering is like a huge wave. It beats against our souls and makes them strong as a rock-bound coast.

Our souls are like anvils. The anvil is made harder every time the blacksmith strikes it with his iron hammer. There is no better way of telling how strong we are unless we are struck somewhere. Suffering is like a blacksmith who smites our souls to make them stronger.

### In the Twinkling of an Eye:

### The Resurrection of the Body Explained to Children

The following instruction for children is freely adapted from a sermon accredited to St. Augustine by the Benedictine editors (Migne, *Sermo* 277). It was preached on the feastday of St. Vincent, martyr.

In heaven we shall have good health and have it forever. For we shall be "equal to the

angels," as St. Luke tells us. And angels, we know, never get sick.

Now everybody wants to enjoy good health. If a rich man hasn't got it, what good is all his money? If a poor man has it, what else does he need? Good health is a poor man's wealth.

It is hard to describe exactly how healthy



time than it takes to lift your eyelid to your eyebrow, your eyes are on the sky. You don't need a machine to get you there; you don't need steps to climb; you don't need ropes to lift you up, nor wings to fly. Open your eyes, and you are there at once!

God has given this power and speed to our eyes—a breathtaking speed when you think about it. We are using our eyes all day long and take them for granted. But when we pause to realize how swift our eyesight really is, we tremble with the excitement of it. Such will be the speed, St. Paul tells us, of our bodies when they rise up again alive on the last day to join our souls forever.

"Behold, I tell you a mystery. We shall all indeed rise again . . . *in a moment, in the twinkling of an eye*, at the last trumpet" (1 Corinthians 15:51-52).  
Think of the long time it takes us to grow

up—years and years, from babyhood to boyhood, from boyhood to manhood, from manhood to grandfatherhood. Compare these long years of growing up with the single moment, the twinkling of an eye, of our rising up alive on the last day.

Now, if we shall rise up to heaven that fast, how quickly shall we move around when we get there? We shall know better when we arrive in heaven. But we do know now how swiftly our Lord came and went after His resurrection. He walked through walls and locked doors. One moment He was here; suddenly He was elsewhere. Someone may say: "He could do that, because He was our Lord and God." But we know for certain that our bodies shall be like His. For St. Paul tells us that "our Lord will reform the body of our lowliness, made like to the body of His glory" (Philippians, 3:21).

## Heaven Compared to Earth: An Instruction for Children

From a thirteenth-century sermon, ascribed to St. Bonaventure; freely translated.

Many things, if we look at them all by themselves, seem terribly big. But if we compare them with something bigger, they seem small.

A lamp on the table is large enough to light up the whole room. But if you take the lamp outdoors in daylight, you won't be able to see the lamplight. Compared to sunlight, lamplight is nothing at all.

At night the stars are beautifully bright against the dark sky. But what are the stars compared to the golden sun? In the daytime we know that the stars are still twinkling, but they are so dim that we can't even see them.

There are many very large rivers in the world—like the Po in Italy, the Rhone in France, the Nile in Egypt. But if you com-

pare these mighty rivers to the ocean, they will look like little brooks. When rivers run into the ocean, they are swallowed up and even lose their names.

And so it is in this world of ours. There always seems to be something bigger and better than what we see. Only in heaven shall we find the greatest and best Being of all—God. Compared to Him, everything in the world is nothing at all. He is greater than the sun or the stars or the ocean.

Our earth is like a dot compared to the line of heaven. Our earth is like the center compared to the wide rim of a circle. Our earth is like a tiny drop of water compared to the vast ocean.

And so, too, whatever we may suffer on this earth—all our pains and sorrows and disappointments—are nothing at all compared to the wonderful joys of heaven and the glory to come.

## A Washington Choral

Brother Francis Grisez, S.M. \*

- 1: Washington, maker of America,  
Hero, general, and name eternal.
- 2: Washington, patriot and president,  
Washington, model and father—  
The father of our nation.
- C: //Hail, Washington,  
Hail, maker of America,  
Hero unafraid, general of honor.  
Your name is eternal!  
Hail, patriot, our first  
And greatest president,  
Be our model, our father,  
The father of our nation.//

[Pause]

\*Saint Mary's School, Hilo, Hawaii.

This poem may be read in two choirs: "1" indicates the first choir, "2" indicates the second choir, and "C" both choirs together. Lines marked "//" may be read first softly, then repeated more loudly. Pauses should be made between the sections as indicated.

1: Washington! 2: Washington!

C: Washington, first in war!

1: Washington, first in peace!

C: Washington, first in the hearts of his countrymen.

[Pause]

1: Washington! 2: Washington!

C: Washington, first in war!

1: Washington, first in war,  
For war was thrust upon him.

C: War was thrust upon him!

1: Neither gold nor power,  
Nor love of battle made him fight,

2: But love of America.

C: //America, land of the free!  
America, land of the brave!  
America, the land of Washington!  
America, our land!//

[Pause]

1: Great was the task—  
The task of Washington.

2: To change farmers to soldiers,  
To make them love America.

1: To make his men fight in sickness,  
want, and fear.

C: Washington, change us to soldiers;  
Make us love America.  
In sickness, want, and fear,  
Make us fight for America.

1: His men surprised the enemy.  
2: His retreats surprised them more.

1: Through ice and winter wind,  
Through snow and suffering,  
At night he crossed the Delaware.

2: He surprised the enemy,  
And won a victory  
That electrified the nation.

C: //Noble Washington,  
To go through ice and snow,  
To cross the Delaware,  
To save our own America.//

1: His friends became his enemies,  
His generals disobeyed.

2: Still he made victory of defeat.

C: Sly as a fox, and quiet as a deer,  
He escaped the enemy,  
And ruined all their plans.

[Pause]

1: Oh, the winter,

2: The cruel, cold, winter,

1: The terrible winter,

C: The winter at Valley Forge.

1: His soldiers suffered,

2: And Washington suffered with them.

1: They had no food, no clothing,

2: But Washington bought it for them.

C: He gave all that he had to his men,  
and counted not the cost.

1: The nation gave little,

2: But Washington gave much.

C: //Great was their love for Washington,  
Great was his love for them;  
And as they marched along,  
They tracked the snow with blood!//

1: But they marched for Washington,

2: For he marched with them.

[Pause]

1: Victory! 2: Victory!

C: Victory, glorious victory!

1: Cornwallis surrendered at Yorktown.

2: The power of England was broken.

C: America was free! America was free!

1: Free from all oppression,

2: Free to serve God!

C: //Our sweet land of liberty —  
America, free forever!//

1: Washington was praised the world over;

2: Never was there such a man in history.

C: Washington, first in war!

[Pause]

1: Washington! 2: Washington!

C: Washington, first in peace!

1: For peace, 2. Glorious peace,

C: Peace had come at last!

1: Guns were hung upon the walls,  
War horses were hitched to plows,  
Crops were planted,

2: Houses and barns were built,  
Schools and churches, too,

C: For America was at peace — at peace.

[Pause]

1: But there was no rest for Washington.

2: He had to build our Constitution.

C: Washington was chosen —  
Chosen by all —  
To be our first president.

1: He wanted to retire,

2: But he was asked to build a nation!

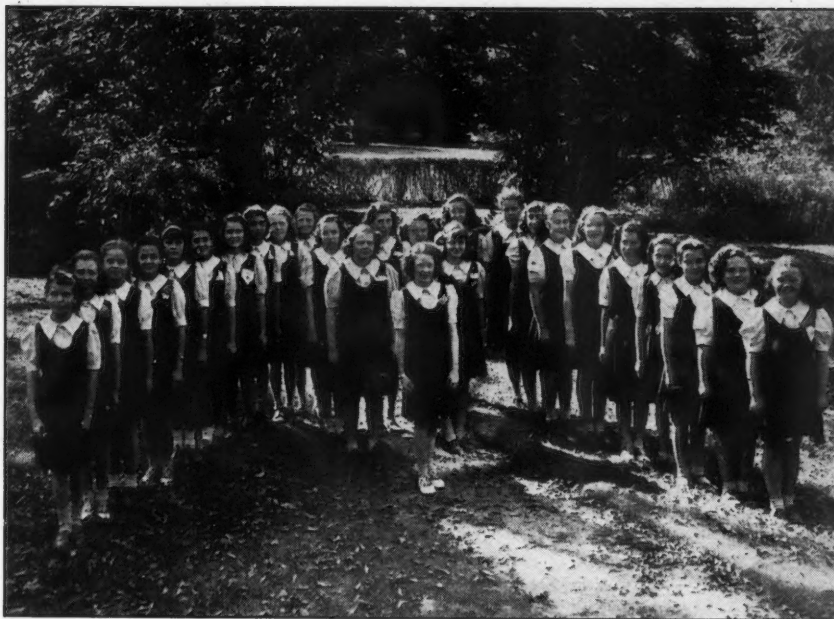
C: //O Washington, first in peace,  
You built our government.  
You cared for our infant nation;  
You gave it of your blood.  
Truly you are the father,  
The father of our nation!//

1: All nations honored him —

C: Gave honor to our father.

2: All nations respected him —

C: The builder of our nation.



*A Verse Speaking Choir at Academy of the Sacred Hearts Elementary School, Fall River, Mass., rendered patriotic selections for Book Week, 1946.  
The picture is reproduced from "S.H.A. Junior News."*

1: Washington, first in peace,

C: Washington, first in peace.

[Pause]

1: Washington! 2: Washington!

C: Washington, first in the hearts of his  
countrymen!

1: Washington was first in the hearts of  
his people,

2: And he still is first in our hearts.

C: Because he went to war  
Against a powerful nation  
To save the land we love.

1: His men loved him so,  
He was so first in their hearts,  
That he did what seemed impossible.

2: After he freed the nation  
He looked not for glory,  
He sought no reward.

C: He fought to free America  
And when she was free  
He wanted no praise nor glory.

1: Noble Washington,

2: Generous Washington,

C: May we follow your example.

[Pause]

1: When called to form the Constitution,  
He came at once.

2: When men tried to ruin the nation,  
He kept the land united.

C: When elected president, he accepted,  
Though he wished to return  
To his Mount Vernon home.

1: He freed our country,  
And made her a nation —

C: //The greatest nation in the world!//

1: He knew men; they believed in him.

2: He understood people; his life was  
blameless.

[Pause]

C: //Washington —  
He was kind and helpful;  
He was generous.  
He lived and died a true American,  
The greatest American,  
The first in the hearts  
Of his countrymen.//

1: O Washington, keep our nation free!

2: O Washington, preserve our liberty!

C: //Washington, help us live  
For God and country  
As you did.//

1: May we never lose our freedom,

2: The freedom you won so bravely.

C: //May we ever be the land of the free,  
The land of the brave,  
O Washington!//

1: Washington! 2: Washington!

C: Washington!



Catholic Press Exhibit at St. Boniface School, Melrose, Minnesota.

## A Catholic Press Exhibit

*Sister M. Paschaline, O.S.B. \**

A group of pictures on this page presents views of the Catholic Press Month exhibit worked out by the eighth-grade activity group of St. Boniface School, Melrose, Minn., last February.

The theme about which the exhibit was centered was "The Catholic Press Is the True Light of the World." A ten-foot light-house, representing the Catholic Church, was the unifying center. The illuminated cross at the top of the lighthouse on which appeared the words, "The Catholic Press" emphasized the idea that the teachings of the Church are spread through the aid of the press.

One of the posters said, "We Rally to the Support of our Leaders," namely our pastors, our bishops, and our Pope. The pictures of these Church leaders were seen on the light-house. Since these Church leaders cannot reach each individual personally, they must depend on other agencies, including the Catholic press. This thought was brought out by the light rays emanating from the illuminated cross in the form of red paper streamers

\*St. Boniface School, Melrose, Minn.

terminating in the leading Catholic newspapers and magazines.

The section "Reading in the Home" showed the variety of Catholic newspapers and magazines that are being published for the various age levels in the family group. Starting with *The Little Messenger* and *Mine* for the primary tots, there are good Catholic periodicals, comics, and literary publications for every member of the family group, no matter what their educational status may be.

Since it is obviously impossible for the Catholic family to keep abreast of the Catholic affairs, to fortify itself with facts, to be able to participate actively and intelligently in organized Catholic Action, or to resist the influence of pagan thought and false indoctrination, without the information and guidance regularly brought into the home through the Catholic press, it is the duty of every Catholic to keep tuned to the light of the Truth by means of Catholic reading. Our philosophy of life depends greatly on what we read. Because of this, it is necessary that we read only the best. Our Catholic editors are offering us this "best." Are we loyal in supporting them?

teacher in the upper grades who is seriously concerned with the guidance of her pupils in the matter of reading, especially with those who find reading difficult, is *Gateways to Readable Books*, by Strang, Checkovitz, Gilbert, and Scoggin. It is an annotated "Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult." Each book is carefully marked as to the retarded grade level on which it might be used. This book will serve as an excellent aid to the teacher who wishes to help students with retarded reading abilities, but finds it difficult to locate material with interesting content.

### Must Be Interesting

Interesting content is one of the first essentials in a book, if it is to satisfy an adolescent. In the past not enough attention has been given to this important element. The style must include an easy vocabulary with realistic scenes. The characters should be interesting and of an age usually not younger than the reader. Short paragraphs will help, too. High interest and low difficulty are essentials.

According to Lou L. LaBrant, "The culture of the world includes reading as an important factor for youth and for adults; it is an intrinsic factor in our present way of living."<sup>2</sup> In attempting to plan a reading program for the junior high school, then, it will be necessary to realize that individuals differ greatly in their needs and interests. It becomes the function of the school to allow them to multiply their contacts with other individuals so that they may develop an understanding of society.

All pupils should have an opportunity to read along three different lines—"work" reading to acquire the skills; group reading of classics to acquire an appreciation for them; and free reading, which we are discussing. It is obvious that the skills of reading must be mastered before a real program of recreatory reading can begin, although it is true that recreatory reading can help to perfect these skills. No English teacher who is honest will admit that the schools have made readers of the American public. Librarians estimate that only about 50 per cent of the people in the United States can use library material efficiently. According to Terman, "The lower a child is in intelligence, the more likely are his reading tastes to be concentrated in one field."

<sup>2</sup>Library Service in Junior High School. In *Bulletin for Secondary School Principals*, April, 1945, p. 111.

## Reading Guidance in Junior High School

*Sister M. Bernice, F.S.P.A. \**

"The aim of education," according to Jacques Maritain, "is to guide man in the evolving dynamism through which he shapes himself as a human person—armed with knowledge, strength of judgment, and moral virtues—while, at the same time, conveying to him the spiritual heritage of the nation and the civilization in which it is evolved, and preserving in this way the century-old achievements of generations."<sup>1</sup> In no better way can these aims be realized than through correlated

reading in English, science, and social science. We are not concerned here with the required classics that have a place in the regular curriculum, but rather with a free reading program which will enrich the curriculum content.

In the junior high school will be found pupils whose reading ability varies, according to standardized tests, from grades one to six. It is imperative that a child be allowed to read on his grade level, and this is just as essential for a child who is reading on a higher grade level than that of the class in which he is enrolled, as for the child who reads below his grade level. Of great service to the

\*St. Mary's School, Muscatine, Iowa.

<sup>1</sup>Maritain, Jacques, *Education at the Crossroads*. Yale University Press, 1943.



In the past the serious weakness of teachers who were not sufficiently acquainted with books was a fundamental one. Today that situation is being improved.

In considering an extended reading program in English, science, and social science, we shall not attempt to provide a complete program of reading in any of these fields. The titles used are merely suggestive, for the ingenious teacher must build up a planned course of individual reading for the pupil according to his needs. Therein lies the secret of successful guidance in leisure reading.

### Adventure and Biography

In the English field, the teacher must choose the books that are best fitted for the children she has at hand at the moment. If the boys she is advising are looking for adventure, she can bring new life into a reading program by planning a group report on the biographies of men whose lives have been filled with adventure. A practical suggestion might be made in choosing five boys to prepare reports on the following books: *Jack London*, Magnet for Adventure, by Shannon Garst; *Rudyard Kipling*, Son of Empire, by Nella Braddy; *O. Henry*, the Story of Wm. Sydney Porter, by Jeanette Covert Nolan; *River Boy*, the Story of Mark Twain, by Isabel Proudfit; and *The Treasure Hunter*, the Story of Robert Louis Stevenson, by Isabel Proudfit. Have the boys come to the report well armed with books by the author upon whom they are reporting. Stimulate the boys to make their reports so interesting that they will be able to persuade students in the audience to read the books brought into class. Do not allow the students to make lengthy reports on the books, but very short spirited ones stressing the central idea in the book.

A "must" biography for every Catholic student is *Larger Than the Sky* by Covelle Newcomb. It will be a revelation for them to discover the extraordinary contribution made to the cause of labor by this great social worker. They will get a new understanding of the problems met by those who work for the rights of the Negro. In short, the book offers so many opportunities for discussion that it will make a real contribution to the development of the child. From the information gained by the student on the man "Cervantes" in *Vagabond in Velvet*, by the same author, he may be led to read the new edition of *Don Quixote* in which the adventures of the famous Spanish knight and squire are recounted. *The Adventures of Don Quixote de la Mancha*, adapted by Leighton Barret, will delight young people of the twentieth century as the hilarious tale has delighted children of all ages. They must be introduced to it, however, by a wise guide, for it is not too probable that they will be led to it of their own initiative. When students become very much interested in Covelle Newcomb, they may be led to read that delightful story of Cardinal Newman in *The Red Hat*.

### Poetry, Folklore, Music

When a class is studying a unit on poetry,

it would be easy to suggest such biographies as Jeanette Covert Nolan's *James Whitcomb Riley*, Hoosier poet. A significant comparative study could be made with *Eugene Field*, The Gay Poet, in a book by the same author. Laura Benet offers a good biography in *Washington Irving*, explorer of American legend. It will not be difficult to get girls to read *Invincible Louisa*, by Cornelia Meigs, for most of them have great appreciation for *Little Women*.

The quick wit and gaiety of the poetry of Emily Dickinson will prompt young people to want to know more about her. They will find this in *Miss Emily* by Jean Gould, who recounts the struggles of Miss Emily from the early childhood ambition to become a poet, through all the quiet rebellions against her father's stern rule, to the studious days at Mt. Holyoke Seminary. As the book is read, a molding of attitudes will be taking place.

When the inimitable "Uncle Remus" stories come up for discussion, it will help to make them better understood if some student has read Joel Chandler Harris' biography by Alvin F. Harlow and stands by to share his findings with the class. The book is called *Joel Chandler Harris*, Plantation Story Teller.

Junior high school pupils will delight in the "tall" stories found in American folklore. A considerable interest has been manifested in this type of literature of late. Such heroes as *Pecos Bill*, by James Cloyd Bowman, will appeal to the adolescent who dreams of the day when he will be a cowboy. In *Yankee Doodle's Cousins*, by Anne Malcomson, the avid reader will find all his heroes: Paul Bunyan, Pecos Bill, John Henry, and other legendary figures of America. He will have a difficult time deciding whether he enjoys the tall tales more than the delightful illustrations by Robert McCloskey. Both will amuse him greatly.

### Assembly Programs

A rollicking assembly program may be prepared using these heroes as a theme and adding zest to the program by using such a book as Carl Carmer's *America Sings*, Stories and Songs of Our Country's Growing, collected and told by Carl Carmer; musical arrangements by Edwin John Stringham; illustrated in color by Elizabeth Black Carmer. Besides giving the words and music for 29 American folk songs, the compiler tells a story about a phase of American development and illustrates it by a folk story. Carl Sandburg's *American Songbag* might offer some help. Selections from *Rootabaga Stories*, illustrated by Maud and Miska Petersham and gathered by Carl Sandburg, would add color.

And while on the subject of assembly programs, think of the delightful programs that might be built around such books as Opal Wheeler's *Sing for Christmas*, *Sing for America*, or *Sing Mother Goose*. In each case the historical background of the song is given, as well as the words and the music. In these days of interest in Latin America, a timely assembly program could be given by using as a basis the book: *Songs and Games of the Americas*, by Frank Henius. The book con-

tains games and songs played and sung by children of Central and South America. The music and the English translation for the songs are included, as well as attractive illustrations.

### Imaginative Literature

Girls in junior high will enjoy Eleanor Farjeon's *Martin Pippin in the Apple Orchard*. Like all good fairy stories, a note of gaiety and timelessness marks the books. Girls too will love *Fog Magic*, by Julia Sauer, a deeply imaginative story in which a young girl moves between two worlds. Greta is a very real girl, but just as real is the hundred-year-old village of Blue Cove, Nova Scotia, which Greta found in the fog. Both boys and girls will delight in the modern fairy story told by Robert Lawson called *Mr. Wilmer*. If it does just one little bit toward turning young people against the humdrum existence found in certain types of office work, it will be worth promoting.

*Adam of the Road*, by Elizabeth Gray, will give a very good account of the miracle play. The story is quiet in its picture of medieval England. When the ballad is being studied, have someone report on Andrew Lang's translation of that lovely French medieval ballad called *Aucassin and Nicolette*. Junior high school students should have a good acquaintance with King Arthur and his knights. Many volumes can be found, but an especially attractive one is *Story of King Arthur and His Knights* with illustrations, by Howard Pyle.

In poetry collections don't miss Blanche Jennings Thompson's *With Harp and Lute*, with Kate Seredy's lovely illustrations adding to its delight.

Just one word about the attractive new classics which have come out in a new dress. The series known as *Rainbow Classics* are especially to be commended for their attractive format. This will make it much easier to induce students to read them.

### Social Science Literature

In the field of social science such an unlimited number of books are available in the field, that it will be possible to consider only a small percentage of those on the market. And then, too, so many phases of the social science courses have been treated in books, that only a few phases can be considered. These suggestions will, therefore, be considered only as introductory to the whole field.

Because of the importance of building up correct conceptions concerning the home, it might be desirable to stress books that emphasize good and happy home life. Any student who has missed the inimitable *Moffat* family ought to go back and read the stories in junior high school. And don't forget *The Middle Moffat* and *Rufus M.* And any group in junior high school who have developed a snobbish attitude ought to be exposed to *The Hundred Dresses*. All of these books are by Eleanor Estes.

Young people will enjoy *The Saturdays*, by Elisabeth Enright, not only for its lively story, but also for the appreciation of each member

of the family for the rights and privileges of the other members. A similar book is Leonora Weber's *Meet the Malones* in which you will meet Mary Fred and her delightful family. *Blue Willow*, by Doris Gates, is an important book, not only for its constant emphasis on the love of the beautiful as typified by the blue willow plate, but also because of the oft-repeated wish of Janie for a home of her own. The life of a migratory worker and his family forms the background. *The Mitchells*, by Hilda Van Stockum, is another picture of a charming American family. It is written so well because Hilda Van Stockum is writing of her own children and home which she knows and loves so well. Laura Ingalls Wilder has written a book of books which are written out of the experience of the author in a rural home in the early part of the century. The simple wholesome home life is delightful in *Little House on the Prairie*, *Long Winter*, and *These Happy Golden Years*.

When a book can combine merit for its social value with an interest in children of other lands, the book is doubly valuable. Such a one is the story of *Dobry*, the Bulgarian peasant boy, in which Monica Shannon opens the way to Bulgaria. A significant tribute is paid to the good homemade bread in the words of Dobry's grandfather. "When we eat the good bread, we are melting months of sunshine, weeks of rain and snow from the earth, richness out of the earth. It all becomes a part of us — sun, clouds, snow, and the rich earth." It speaks eloquently of love of the earth and man's response to the great and simple cycles of the seasons.

A whole paper might be written on the books that are useful in developing the idea of the good life on the land. One of the latest is *Gid Granger*, by Robert Davis. Enough adventure is in the book to make it thrilling, and in addition, it presents a good picture of 4H clubs, maple sugar making, and other worth-while farm projects.

So many books have come out in the past few years concerned with race that one must be selective today. The books of Florence Crannell Means are concerned with the rights of minority groups. *The Moved-Outers* is probably the best we have in the Japanese-American field. *Shattered Windows* is a good study of the Negro. The contribution of John Tunis to the cause of interracial justice is too well known to need much comment. To make the record complete, include: *All American*, *Yea Wildcats*, and *A City for Lincoln*. *Call Me Charley*, by Jesse Jackson, is concerned with a Negro boy's problems in a white community. For children in a Catholic school, perhaps *Lad of Lima* and *Rose of America* are the most important books to provide a foundation for racial discussions.

Stories suitable for correlation with American history are plentiful. A good listing of such books is found in *Gateways to American History*, by Helen M. Carpenter. Since boys are thrilled by the works of Joseph Altsheler, he might be a good writer with whom to start. Such books as *Young Trailers*, a Story of Early Kentucky, are to be commended. Her-

bert Best's *Border Iron* gives a sturdy story of a border dispute over iron ore being taken from Massachusetts to a furnace in New York. It abounds in local color. *Sword of the Wilderness*, by Elisabeth Coatsworth, is a beautiful story of the early Maine colonists in the French and Indian Wars. Don't miss *Johnny Tremann*, by Esther Forbes, for its brilliant picture of a sensitive, high-spirited boy during the years just before the American Revolution. The story of Daniel Webster is told in *Keep My Flag Flying*, by Mary Tarver Carroll, and Genevieve Foster has given us two beautiful books in *Abraham Lincoln's World* and *George Washington's World*.

The story of Julia Ward Howe is graphically presented in Marjorie Hayes' *Green Peace*. Written as it is against a Civil War background, students will follow the book enthusiastically. Two recommendations might be made for the War of 1812: *Patriot in the Saddle*, by J. C. Nolan, gives the prewar 1812 history, whereas Eleanor W. Nolan's *Secret on the Potomac* gives the historical background of the War.

Too good to be missed are such books as the Boutet de Monvel *Joan of Arc* and *Told on the King's Highway*, by Eleanore Myers and illustrated by Marie A. Lawson, whose lovely pictures, together with the text, weave a medieval tapestry through 16 stories.

#### In the Field of Science

In the field of science the teacher will find a rich collection of books. It is imperative here that the student read in the field of his interest until he is well started on his reading program. The biography of Raymond Lee Ditmars by L. H. Wood often will start a student reading biographies who has never read them before. From Ditmars' life, the students will want to look up some of his own books among which will be: *Book of Living Reptiles* and *Where the Crocodilians, Lizards, Snakes, Turtles, and Tortoises Are Found*. Helene Carter has provided colored

maps which will locate various animals in their native habitat.

Fascinated by the art work of Helene Carter, the student will be led to the *Fruits of the Earth* which Miss Carter has illustrated for Jannette May Lucas. There he will find charming pictorial maps, in soft colors, containing a history of the origins, the travels, and man's cultivation and development of his favorite fruits, with a simple explanation of their classification. From this book he will go to *First the Flower, Then the Fruit*, by the same author and illustrator, in which he will find the origins of such fruits as the fig, date, grape, pineapple, and watermelon. And, finally, he will examine that exquisite volume, *Indian Harvest*, in which he will find the story of the foods used by the early Indians. The book is prepared in the same meticulous manner as the former books by the same author and illustrator.

Another set of books which tell extraordinary facts about ordinary foods are those by Lee Maril. *Spice and Scent*, herbs in fact and fancy, is full of charm both in text and drawings. *Savor and Flavor* does the same thing for wild berries and *Crack and Crunch* is concerned with nuts in fact and fancy. Lovely legendary tales are used in connection with the facts concerning the food in question.

All the berries of the wayside are described with drawings in color in *A Book of Wayside Fruits*, by Margaret McKenny. Two other books by the same author and illustrator are *A Book of Wild Flowers* and *A Book of Garden Flowers*. Margaret McKenny has described 29 trees representative of different parts of this country in *Trees of the Country-side*. And, while thinking about books on trees, don't overlook Russell T. Limbach's *American Trees* which is concerned with 55 different trees, the main types to be found in the United States. This book is beautifully illustrated in color.

Boys especially enjoy the books of Harold McCracken, probably because of the type of



An Exhibit for Catholic Book Week, 1946, at St. Louis School, Toledo, Ohio.



animals with which they deal. In *Sentinel of the Snow Peaks*, is described White Mountain Sheep. Previously Mr. McCracken had written *The Biggest Bear on Earth*, a dignified, interesting account of the Alaskan brown bears, based on a naturalist's firsthand observation. A vivid picture of Arctic animals is given in *The Son of the Walrus King*. The life cycle of the sea otter is based on the author's personal observation and experience in the Aleutian islands and is known as *The Last of the Sea Otters*.

A "must" collection for the general science student in junior high school is Bertha Parker's *Basic Science Education Series*. Most of the 65 books of about 36 pages each would be of interest to adolescents and adults. The books have been checked carefully for scientific accuracy. (Harper has a trade edition at one dollar each of this series printed by Row Peterson and bound in paper for 28 cents.)

The books of Edwin Way Telle, though written for adults, will hold the interest of boys and girls interested in insect life. The author in *Near Horizons* reports his observations in an old Long Island orchard garden in a most fascinating manner. Those who are interested in collecting insects will enjoy *The Boys' Book of Insects*.

The sum total of the titles we have suggested is wholly inadequate to meeting all the

individual differences of boys and girls in the junior high school. It is meant to be merely suggestive of the great treasures of entertainment and instruction that lie in books. These books will bring to the readers something of which Kenneth Grahame meant when he wrote: "The most priceless possession of the human race is the wonder of the world." Children cannot love what they do not know, and it is the responsibility of the teacher to make sure that they will know.

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## Dramatization in Bible History

*Sister M. Janice Egan, O.S.B. \**

If you had audited a third-century religion class conducted by St. Polycarp, and then a twentieth-century grade room taught by good Sister Polycarpa, you could not help noticing certain differences and similarities. Neither catechist would have a discipline problem—certainly not Sister Polycarpa; both teachers would be the center of eyes and of interest; both would be sure of what they were going to say. But for some reason the results of these teachers' efforts are so different. Why?

Perhaps because the early teacher taught the personality of Christ and, while filling the mind with knowledge of Him, directed the imagination and feelings to love Him. All three faculties can be used. But perhaps our Sister Polycarpa offers to the intellect a subject instead of a personality. Meanwhile the imagination and feelings are allowed to relax so that they will be ready for a big response to the afterschool movie or radio program.

#### Putting Life Into Teaching

By using the technique of dramatization in teaching Bible history we can present vivid personalities, and, while presenting them, we can use all faculties—the intellect, feelings, and imagination.

"Sister, let's act it out," is generally the reaction when I have finished teaching a new Bible history story. The children are quick

to sense any possible dramatic quality of the story. Actually the children are calling for the use of a teaching technique that authorities agree is a sound one. Most teachers have used this system, whether or not they use the term *dramatization*. I am convinced that *acting out* does clarify the story's meaning, it stimulates interest, it gives a vivid and lasting impression, it makes the lesson more real, and, above all, while gratifying a worth-while natural desire, it makes the actors love Bible history, and helps them make it a part of their lives. Let us go into detail on a few of these.

#### The Teacher's Preparation

The main point of the dramatization is to fix deeply in their minds a story which they already know. As in every other lesson the teacher must be prepared before she tells her Bible history story. She needs to know definitely what to say, and needs a general idea of how to say it—not only what size words to use, but how to use them. Inflecting her voice to suit the need, and putting a certain amount of vitality behind it, all help. For example, no one of us would describe the Deluge like this: "A very heavy rain covered the whole earth with water." Rather we might say "All of a sudden it began to rain." Everyone thought "Another rain—how soon will it end? But soon it rained harder, and harder still. It wouldn't stop. People outside noticed the roads were flooding, people inside saw it was coming into their houses, higher, higher—and so on."

How about the frequency of dramatization? Remembering that it is a technique in teaching, and not, definitely not, a modified recess period; it should be used regularly. In most schools Bible history is taught twice weekly, generally on Tuesday and Thursday. If the lesson taught on Tuesday is the type suitable for dramatization, and some are not, they might act it on Thursday, so that actually they dramatize about once every two or three weeks. After a very brief review of the story they begin. Occasionally it is such a short procedure that a different cast may repeat the performance.

#### Children Learn Quickly

When I begin dramatization with a class, the individual characters are a little backward about saying enough to carry the whole sense of the story. For a little while, then, one may employ a *Narrator*—a child who knows the story very well and tells it while the action is going on. The others merely pantomime their parts. After some time of this, the narrator waits in turn for each actor to say his piece and then resumes the story. Thus:

The narrator says: "People noticed that it was getting dark, and they said it looked like rain. Then God came to Noe and said—[waits]."



*A Junior Exhibit for Catholic Book Week, 1946, at St. Louis School, Toledo, Ohio.*

\*Mount St. Scholastica, Atchison, Kans.



FIRST CHILD: Noe, go into the ark because I'm going to flood the earth.

SECOND CHILD: Yes, God, I'm going in.

NARRATOR: Noe took with him these people, and these animals and then it began to rain.

Soon all the children will want to speak for themselves. They will do the action, make the gestures before saying the words, and will have to be reminded to say something, but very quickly the gestures and dialog will become simultaneous. And that is when they begin really to enjoy themselves.

### The Animals Go Wild

You will like the way that the story is clarified in the child's mind by having it acted. For example, Adam and Eve are real people, who suffer a real and a strong temptation and give in to it. They really know the immediate results of that sin as they see it in action. In the classroom aisles are children who are taking the parts of the various friendly animals—horses, elephants, tigers, etc., all being very gracious and docile, so gracious that one thoroughbred even invited Adam to go for a ride, saying, "Hop onto my back Adam, and I'll gallop with you." Till the fall when they all suddenly go wild, and race down the aisles, snarling and yelling like wild things. Somehow it often seems natural, at least for a few.

They are, or they see the flaming angels driving the pair out of Paradise, and all the rest.

The story has been made clear by such a procedure, because when asked for a retelling everyone could give it, even that slow pupil whose recitation makes you think you are pulling teeth. They are absolutely sure that the punishment followed the disobedience, because they saw it, heard it, and did it. They know the role of pride in evil, they heard God giving the curses and then the promise of Christ, and they learn a little about the devil.

By the way, in a dramatization of a story like this the whole class may be used. My class generally numbers about forty—any number may be used. We need guardian angels who hover with outstretched arms over their charges. We need a few trees, especially apple, with fruit-laden branches. My children are contented trees as they dangle the board erasers from their outspread arms. For realism sometimes I let one get an apple out of his lunch basket, but it is not necessary. We need the principal characters—God, Adam and Eve, angels, Lucifer, a few talking friendly animals, and the remainder of the class as those quiet animals in the aisles who make the walls shake with their shrieks when sin comes into the world.

### You Tell Me

With the correct story this procedure surely stimulates the child's interest. For example, when my class first heard the story of Jairus' daughter, they immediately asked if we were going to act it out. Then the questions flew. How old was she? What did she look like? What did she say? What did our

Lord say to her when she could hear again? What did her father say? "You tell me," is my usual response. But these questions indicative of deep interest would never have been forthcoming except for the fact that the children were trying to make it as real as possible for themselves so that they could portray it for others later.

Acting it out certainly makes the lesson more real to the children. The account of Abraham and Isaac can be very dry and uninteresting to them unless something be done to enliven it. How sorry, though, they feel for the little Isaac carrying the teacher's heavy chair on his shoulder as the wood for his own sacrifice. They readily see, without being told, that he is a type of Christ. Isaac becomes a lovable young boy for them—they have felt sorry for him, they have felt his danger for a time, and then they have rejoiced at his miraculous escape.

### Stage Setting Simple

What about stage settings and properties? For my class, I use very few, because I begrudge the time it takes to assemble them and get them in order. A very good, and seasoned teacher, told me that in her room she tells the children in the preceding lesson what articles they may bring for their own part in the play, and then they themselves attend to it. Any suitable article like an apple for Eve to munch on, or a baseball bat as a mallet for Cain to swing at Abel—any such piece heightens the interest. Articles that are near at hand, like Magdalen's ointment that is a jar of paste, such I regularly use.

Now comes the selection of children to play the different parts. There is a variety of methods—the quickest being to choose them yourself, but always with a tag line, e.g.: "Jerem has been working so hard lately that I think he would be good as the angel with the flaming sword"; or "Mabel has been behaving herself so much better these days that she may be a guardian angel now." But for large groups—like the Jews being followed by the Egyptians—I merely say, "First three rows are Egyptians, next three are Jews." Usually the class may be allowed to do the casting because they are always capable of picking the right type of person for each part. It makes them conscious of their own behavior, and aware too, that the other children notice their conduct. Whether the class or the teacher choose the characters, the criterion should be *behavior* rather than appearance. Little attention need be paid to any other qualification. If the child is inclined to speak too low, he will even yell out, if he must, in order to keep his part in the play. The child taking Magdalen's part need not be the flowing-haired kind. The best seven-year-old Magdalen I have seen was little Colette who wiped the feet with two long braids tied with brilliant hair ribbons. Occasionally a backward child, unable to reproduce the story when asked for it, will be able to rejoice at his own fluency that he acquired from playing a certain role.

There are definite times when the *whole*

class *must* take part. In setting up the crib, I use every child in the room, and also in taking down the crib. Though it takes time, that precious element, yet it is definitely worth it, and they love it. Each child in procession brings up some part of the crib, like a statue, or the star. They sing carols on their way around the room, to place their part of the crib on the stand. Last of all the statue of the Infant is set down in its place. There are never too many children—they can always carry up a handful of straw or some white cotton snow. Naturally such a crib is a fright, and has to be set up better, right after school, but it is very meaningful to the children. All through Advent you hear: "Look, there's my donkey" or "See my St. Joseph." Taking down the crib is similar. Again, while singing carols, each child takes a part of the crib and marches around the room to place it in the box to be stored away. They do not like to see it taken down, so they keep on drawing the crib in their seatwork books until about February. They always enact the birth and the visits of the shepherds and the Wise Men—so that they really know the Christmas story after all this.

### Don't Change the Story

In regard to the context of the story, wherever it is possible one should stay close to the original. There are enough gaps in every Bible history story to be filled in by the imagination of the teacher or of the child. There is little point in changing the text very much. When they act out the *Annunciation*, the young Gabriel should not find it too difficult to say "Hail full of grace, the Lord is with Thee." After all, if they learn it verbatim the first time, it obviates the necessity of unlearning it. Sometimes there is a danger of making the story too fanciful or too streamlined. We must beware of this because it often gives false impressions at this crucial age.

### Choose Suitable Stories

Let me say here that there are some Bible history stories that just do not lend themselves to dramatization. The fall of the angels is one of these. I tried it once and it was a perfect failure, perhaps because all the characters are spirits, perhaps because there is a little complexity over the issue involved, perhaps because I did not explain it well enough. There are several such portions of the Bible where crude dramatization such as is described here would merely detract from the story and reduce it to terms too crude for their worth. Like this, "You are proud Lucifer. Go down to hell forever," said God. It cannot carry any notion of the beginning of hell, of the depth of God's anger becoming the eternal abyss of torment. You can easily recognize the type of story. Often it may be made more permanent for them by means of other devices—such as having them draw the story as part of their seatwork or art periods.

### Teaching by Experience

Dramatization not only clarifies the meaning of the story, for the time being, but it

makes for a vivid and lasting impression. This is, admittedly, a homely example, but you will agree that of all the cake recipes about which you have read, or been told, the one recipe about which you are sure, is the one you have tried and worked yourself. This technique is on the same principle. The children may or may not retain the story that you are telling them, but it is absolutely theirs when once they have acted it. Out of pure curiosity we purposely omitted the use of this technique of dramatization for a period of a couple of months. It was surprising to note that the pupils whose comprehension after dramatization was passable were unable to reproduce the story satisfactorily. Of course other reasons might be affixed to this, but from a large view we have found that the children really profit in broader comprehension of the story and in longer retention of its details.

### Religion Applied to Life

The personal interest of the lad who enacted the part of Joseph will make him remember it, understand it, and, enjoying it as he does, will make him love it. Now that was our prime aim — to have the children love, understand, and remember their Bible history. But there are so many secondary results that they are worth recording. It is fun. It gives the young actors poise and a lack of self-consciousness. It shows in their reading because it inclines them to put life into their reading lesson. But mainly it makes the stories of Bible history a part of the child's culture pattern, it makes religion a part of life.

## Kindergarten Pictures

Yvonne Altmann\*  
FEBRUARY

### I. Motivation

February is the month of two programs in kindergarten. The first program was for Abraham Lincoln's birthday. As the first graders always come into our room for programs, it was decided to surprise them with two big pictures about the program.

### II. Objectives

Same as September except that alabastine was the medium used.

### III. Development

Read the story of Mercedes and Darlene. They will tell you about the development of the pictures.

#### February Pictures

Mercedes and Darlene

The first graders were going to come into kindergarten for an Abraham Lincoln program. We decided to make two big pictures about Abraham Lincoln.

We (Mercedes and Darlene) made the best small (12 by 18) pictures, so we could make the big (24 by 36) pictures. This month alabastine is our medium.

#### Abraham Lincoln and the Pig

Mercedes Yost

My picture is about Abraham Lincoln going to church. He meets a little pig. He has his new suit on. Because he is a kind man, he



Mercedes and Darlene Painting Lincoln Pictures.

pulls the pig out of the mud even though he gets his new suit all muddy.

I put on an apron so if I spilled or dripped any paint I would not get it on my dress. I went over to the easel and used that paint to make my picture.

I took the brush in my hand, put paint on it, wiped it on the jar so I would not have so much on it. I had a rag near in case I spilled my paint on the floor. Then I made the head, body, pants, and feet. Everything was green except the feet which I colored brown. His hair I painted black. His eyes blue, nose black, mouth red. I made the pig yellow with black eye, snout, and curly tail. The puddle of mud I painted black. The blue sky had a yellow sun in it. The grass was green.

#### Abraham Lincoln Chopping Wood

Darlene Moore

A\* book got wet that Abraham borrowed

so he chopped wood to pay for it. The farmer gave it to him. This was one of Abraham Lincoln's first books.

I used brown to outline the head. His body and sleeves brown and hatchet and wood brown. His legs are green. The sun is yellow and the sky is blue. I left the paper white for the snow.

The first graders liked our Abraham Lincoln pictures.

### IV. Outcomes

Same as September, except the handling of alabastine as the art medium, and Abraham Lincoln was discussed in relation to making the pictures.

### V. Integrations

Same as September, except that stories about Abraham Lincoln were told to the children and dramatized by them.

\*Kindergarten Director, Oshkosh, Wis.

# SNOWBALL FROLIC

*Louis A. Zinsmeister \**

The Snowball Frolic is a pleasing exhibition number suitable for a Christmas or a winter program. It is arranged for a mixed group of ten boys and ten girls. However, any number of boys or girls may take part and do justice to this drill. When fewer or more performers are used, study the numbering scheme and make the necessary changes. The small children should be in the front line, especially in the third part.

The drill is divided into three parts:

1. The Challenge: Advancing and retreating, interspersed with throwing and dodging snowballs predominate in this part.
2. The Fight: Encircling of the combatants, as well as making and throwing snowballs is shown here.
3. The Frolic: In this part the pupils are in the open-order formation. They toss and catch snowballs with one another; then some encircle their partners while others kneel, toss, and catch snowballs.

The drill ends with the performers singing the chorus of "Jingle Bells" after which they throw snowballs into the audience.

Material: One gross of cotton snowballs may be purchased at a novelty store for about a dollar and a half, or snowballs may be made by the children. Crumble one sheet of newspaper, 17 by 23 inches, into a ball about two inches in diameter. Tie it securely with string, then paste cotton around the outside.

Each performer uses seven snowballs. These are kept in the blouses or in the pockets of the performers until ready for use.

Small pine trees or Christmas tree branches may be used to decorate the front and back of the stage.

Music: "Jingle Bells." Ninety-six counts per minute. Count twice from "1" to "16" for the verse and twice from "1 to 16" for the chorus. The music is played through once for each part. The chorus is repeated for the singing ending after part "3."

If desired the complete drill may be repeated before the children sing the chorus.

Time of performance: About three minutes.

## Part 1: The Challenge

Group "A" is on the right side of the stage in two straight rows facing group "B" which is on the left side of the stage in

the triangle formation facing toward Group "A." When one side advances the other side retreats.

## Group "A":

Snowball in right hand with right arm extended upward, the left arm extended obliquely backward downward.

Advance (separate) forward with eight firm steps to the triangle formation and finish with heels together (see next diagram) — 1-8.

Place right foot backward, kneel right, stoop forward, and make a snowball (make believe) using the one held in the hand — 9-10.

Rise to position, stand on both feet with right foot in back, left arm raised forward, and right arm extended upward for throwing — 11, 12.

Step right forward and throw the snowballs in an arc so that they will fall on group "B" — 13, 14.

Follow through slowly with right arm, then close heels right backward to left and lower right arm — 15, 16.

## Group "B" (at the same time as above):

With left arm guarding forehead, retreat eight steps backward into two straight rows at the left side of the stage (see next diagram) — 1-8.

Warm the hands-against sides by swinging arms across chest — 9, 10, 11, 12.

Stride right backward, guard head with left arm and sway body from side to side dodging snowballs — 13, 14, 15, 16.

## Group "B":

Snowball in right hand with right arm extended upward, the left arm extended obliquely backward downward.

Advance (separate) forward with eight firm steps to the triangle formation and finish with heels together (see first diagram) — 1-8.

Place right foot backward, kneel right, stoop forward, and make a snowball (make believe) using the one held in the hand — 9, 10.

Rise to position, stand on both feet with right foot in back,

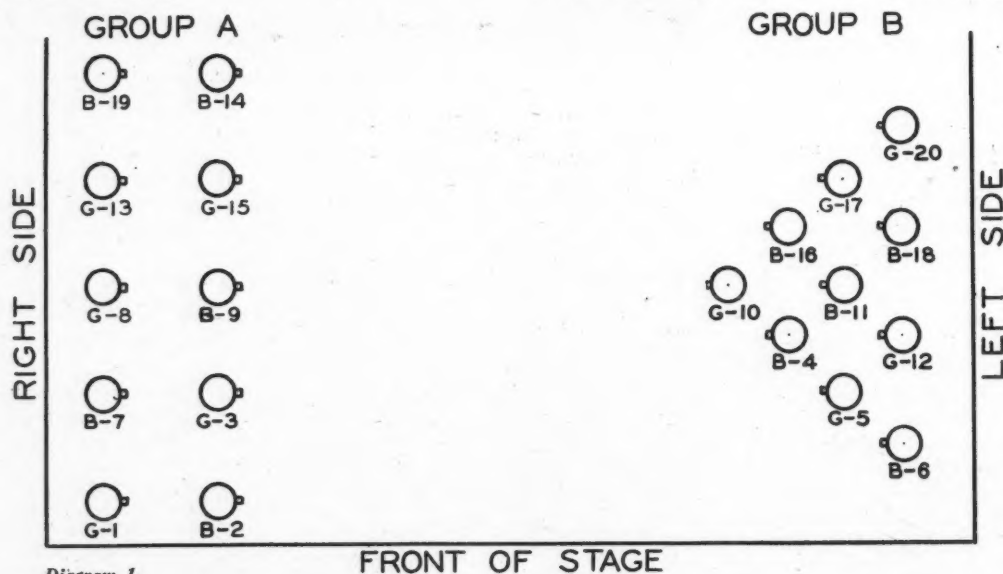


Diagram 1.



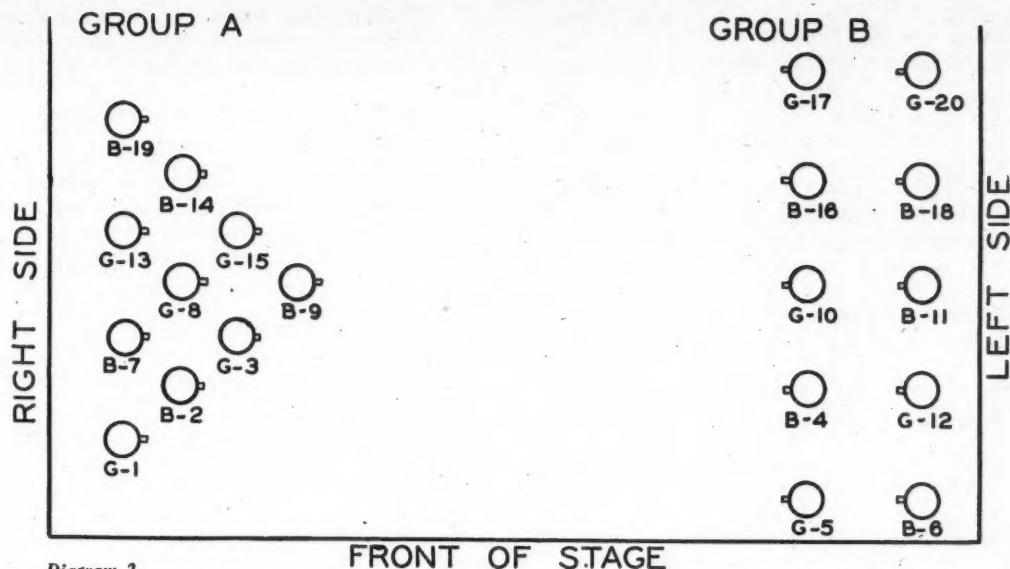


Diagram 2.

left arm raised forward, and right arm extended upward for throwing — 11, 12.

Step right forward and throw the snowballs in an arc so that they will fall on group "A," — 15, 16.

#### Group "A" (at the same time as above):

With left arm guarding forehead, retreat eight steps backward into two straight rows at the right side of the stage (see first diagram) — 1-8.

Warm the hands against the sides by swinging arms across chest — 9, 10, 11, 12.

Stride right backward, guard head with left arm, and sway body from side to side, dodging snowballs — 13, 14, 15, 16.

Repeat all of part "1" from the beginning:

Group "A" advance and group "B" retreat, etc. — 1-16.

Group "B" advance and group "A" retreat, etc. — 1-16.

#### Music:

Verse and chorus once through for 64 counts.

#### Part 2. The Fight

##### Groups "A" and "B":

All performers hold snowballs in right hands with right arms

extended upward, the left arms obliquely backward downward. Lean forward slightly and keep looking at the opposite group.

Groups change places by encircling one another halfway around, in triangle formation, evading to the right, in 16 steps, so that group "A" will be on the left side of the stage and group "B" will be on the right side. Arriving in places, the groups face each other and spread out sideward in the staggered order formation (see diagram below) — 1-16.

#### Group "A":

Place right foot backward, kneel right, and make snowballs — 1, 2.

Stand erect with right foot in rear, left arm forward, and right arm raised above head with snowball — 3.

Step right forward and throw snowballs in an arc at group "B" — 4.

#### Group "B" (at the same time as above):

Warm hands by striking them across chest, then dodge snowballs — 1, 2, 3, 4.

#### Group "B":

Place right foot backward, kneel right, and make snowballs — 5, 6.

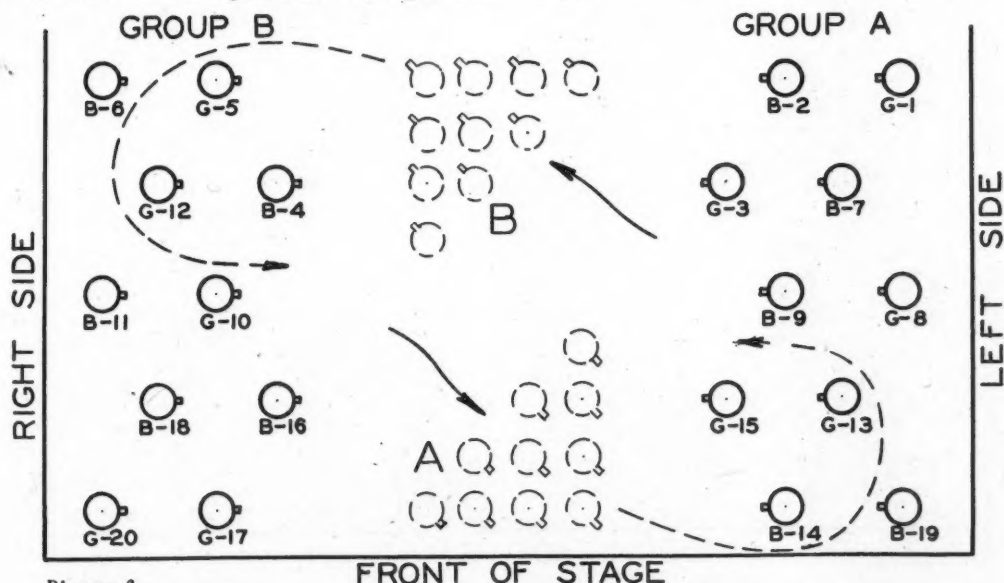


Diagram 3.

Stand erect with right foot in rear, left arm forward, and right arm raised above head with snowball — 7.

Step right forward and throw snowballs in an arc at group "A" — 8.

**Group "A" (at the same time as above):**

Warm hands by striking them across chest, then dodge snowballs — 5, 6, 7, 8.

**Repeat with:**

Group "A" making and throwing snowballs — 9, 10, 11, 12.

Group "B" warming hands and dodging snowballs — 9, 10, 11, 12.

**Repeat with:**

Group "B" making and throwing snowballs — 13, 14, 15, 16.

Group "A" warming hands and dodging snowballs — 13, 14, 15, 16.

**Groups "A" and "B"**

Repeat all of this part "2" once more from the beginning as follows:

Both groups quickly reform in the triangle formation, as before, snowballs in right hands, right arms extended upward, and left arms obliquely backward downward. Groups now change places by encircling each other halfway around in the triangle formation, evading to the right, in 16 steps, so that group "A" will be on the right side of the stage and group "B" on the left side. Arriving in places the groups face each other and spread out sideward to the staggered formation (see diagram below) — 1-16.

Repeat the last half of part "2" as follows:

**Group "A":**

Make and throw snowballs as before — 1, 2, 3, 4.

**Group "B":**

Strike arms across chest and dodge snowballs — 1, 2, 3, 4.

**Group "B":**

Make and throw snowballs as before — 5, 6, 7, 8.

**Group "A":**

Strike arms across chest and dodge snowballs — 5, 6, 7, 8.

**Group "A":**

Make and throw snowballs as before — 9-12.

**Group "B":**

Strike arms across chest and dodge snowballs — 9-12.

**Group "B":**

Make and throw snowballs as before — 13-16.

**Group "A":**

Strike arms across chest and dodge snowballs — 13-16.

During the last four counts (13-16) while throwing and dodging snowballs, the performers quickly run to places in the open-order formation preparatory for part "3" (see diagram part "3").

**Music:**

Verse and chorus once through for 64 counts.

**Part 3. The Frolic**

In this part the girls kneel on one knee and face their boy partners. The boys remain standing and face their girl partners. Partners are grouped according to numbers across the stage: 1 and 2; 3 and 4; 5 and 6; etc. Each performer uses one snowball.

**Girls:**

Toss snowballs in an arc to boy partners — 1.

**Boys:**

Catch snowballs thrown by girl partners — 2.

**Boys:**

Toss snowballs in an arc to girl partners — 3.

**Girls:**

Catch snowballs thrown by boy partners — 4.

**Girls:**

Toss snowballs in an arc to boy partners — 5.

**Boys:**

Catch snowballs thrown by girl partners — 6.

**Boys:**

Toss snowballs in an arc to girl partners — 7.

**Girls:**

Catch snowballs thrown by boy partners — 8.

Girls remain kneeling on one knee, toss own snowballs upward on count "9," catch snowballs on count "10," and repeat on counts 11, 12, and 13, 14. Rise on count "15" while tossing snowballs upward, remain standing and catch own snowballs on count "16" while facing boy partners — 9-16.

Boys, at the same time, run once around own partner in 16 steps (two steps per count) passing first on the side nearest the front of stage. While doing so, toss snowballs upward on the odd counts and catch them on the even counts; arriving in original places, kneel on one knee and face partner — 9-16.

Repeat part "3" with boys kneeling on one knee facing their girl partners and with girls standing facing their boy partners.

**Boys:**

Toss snowballs in an arc to girl partners — 1.

**Girls:**

Catch snowballs thrown by boy partners — 2.

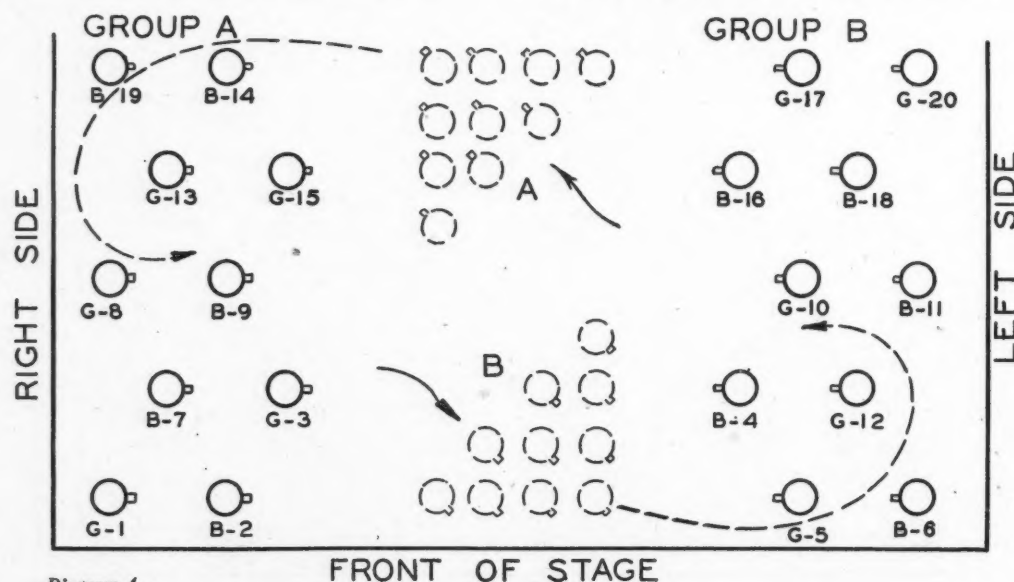


Diagram 4.

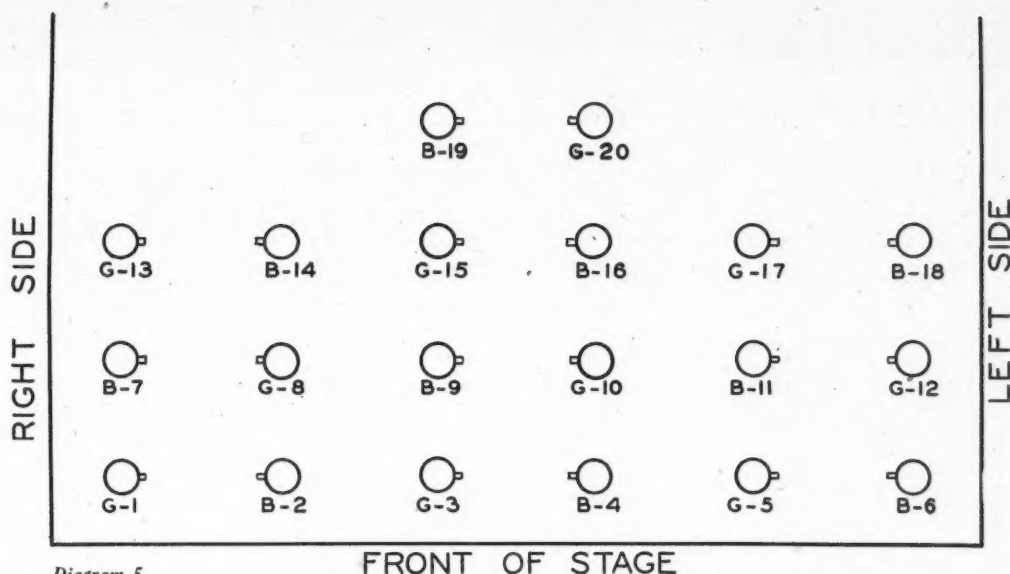


Diagram 5.

**Girls:**

Toss snowballs in an arc to boy partners — 3.

**Boys:**

Catch snowballs thrown by girl partners — 4.

**Boys:**

Toss snowballs in an arc to girl partners — 5.

**Girls:**

Catch snowballs thrown by boy partners — 6.

**Girls:**

Toss snowballs in an arc to boy partners — 7.

**Boys:**

Catch snowballs thrown by girl partners — 8.

Boys remain kneeling on one knee, toss own snowballs upward on count "9," catch snowballs on count "10," and repeat on counts 11, 12 and 13, 14. Rise on count "15" while tossing snowballs upward, remain standing and catch own snowballs on count "16" while facing girl partners — 9-16.

Girls, at the same time, run once around own partner in 16 steps (two steps per count) passing first on the side nearest the front of stage. While doing so, toss snowballs upward on the odd counts and catch them on the even counts; arriving in original places, kneel on one knee and face partner — 9-16.

Repeat all of part "3" from the very beginning with girls kneeling (1-8) and with boys encircling (9-16); then with boys kneeling (1-8) and with girls encircling (9-16), — 1-32.

**Music:**

Verse and chorus once through for 64 counts.

**Finish**

At the end of part "3" all performers stand and face the audience. They now sing the chorus of "Jingle Bells." At the end of the song they throw their snowballs at the audience. If desired, the performers may pick up the scattered snowballs on the stage and throw them until the curtain has been lowered.

**Teaching Aids****Part 1**

**Group "A":** Arrange five girls and five boys in a triangle formation as shown in the second diagram. The small children should be near the front of the stage. Give each performer a number corresponding to the diagram. Move the children backward into

two straight rows as shown in the first diagram. Let them come forward to the triangle formation again. Repeat these two movements until places are well fixed in the minds of the children. Now practice doing the same in eight steps, then add the arm movements.

**Group "B":** Proceed as above from the triangle formation to two straight rows. Practice the same in eight steps and add arm movements.

Let all the children face to the front of the stage. Teach the kneeling and making of snowballs (9, 10); rise and take position for throwing (11, 12); step forward, throw, follow through, then close heels (13, 14, 15, 16).

Teach the warming of the hands by swinging arms across the chest and striking the sides or shoulders according to directions and counts in the drill.

Use snowballs only after the movements have been well learned. Do not permit children to break formation and scramble for snowballs. Appoint monitors to gather snowballs in an orderly manner.

**Part 2**

Practice the encircling halfway with one group, beginning to the right to the opposite side of the stage to places in the staggered formation. Mark the floor positions of children with chalk. Repeat the marching, in triangle formation, to the opposite side and mark the floor again.

Practice the last half of part "2" with all pupils facing toward the front of the stage until all children know this part well.

Teach part "2" as described with both groups using snowballs.

**Part 3**

Practice the tossing and catching in couples. The snowballs should be tossed at least three feet high to make the drill effective. This requires practice.

Practice counts "9-16" with girls and boys kneeling on one knee while tossing and catching their own snowballs. Be sure the snowballs are tossed high.

Practice with boys encircling girls, then girls encircling boys, with 16 running steps and count — 9 and 10 and 11 and 12 etc., to 16.

Practice part "3" as written.

**Finish**

Teach the chorus of "Jingle Bells" and practice throwing snowballs at an imaginary audience.



## Sister, Find Me a Book

*Sister M. Aurelia, S.S.J. \**

**H**OW many times have you, as a primary teacher, not heard this appeal from a small child? While we recognize the child's implied tribute to confidence in our ability to find him the right book, yet we know that our finding the story for him is not the ideal solution. May I tell you of our experience?

Until a year ago we had merely classroom libraries in our school. Then we undertook the organization of a small central library into which we poured most of the books we gathered from the collections of the individual rooms. Once the teachers realized the advantages of such a library, they became enthusiastic supporters of the project. At first, we planned to shelve all the books other than nonfiction in the same place. This proved unsatisfactory as we found that most of the little ones from the kindergarten, first, second, and third grades came in and milled around, bewildered by the rows of fiction facing them end on end. The librarian realized how inadequate her endeavors were to chart the course of each child without losing her patience or without giving an air of discipline to what should be the social or living room of the school. The library period usually ended by Sister's selecting a number of books from the cases and carrying these back to the classroom while the children stood about her.

Finally, Sister Dominic, who is the efficient and helpful librarian at our college, came to our rescue.

### A Primary Library

"Why not have your school caretaker, who is so skillful with his hands, build you a counter-high where you could put all your easy books and picture books? Make this special primary division the most attractive part of the library."

Sister's suggestion was received gratefully by the principal who knew from previous experience how difficult it is to purchase library equipment of any kind. Whereupon, began a relentless search for seasoned lumber. What we finally secured was not the most desirable, but, like other people in our postwar world, we cheerfully made the best of what we could get. We gave our amateur carpenter a blueprint of the counter-high which was to be divided into three sections. The middle section was to have three adjustable shelves; while the two outside sections were to vary with one, two, or three upright divisions where we could place the tall picture books and encyclopedias. In less than a week our counter-high was finished and installed in the library under the windows. We placed a circus-parade frieze on its surface which was to serve as a magnet to the very shy.

It is difficult to capture on paper the delight of the little ones when they first beheld the new arrangement. The Sister-librarian pre-

viously had explained in the classrooms of the kindergarten, first, second, and third grades, that we had changed some of the books in the library and had put them on a new shelf or counter-high which belonged to the primary grades in a special way.

In the middle section we included books on animals such as *Freddy the Detective*, *Millions of Cats*, *Beppo the Donkey*, *Walter the Lazy Mouse*, *Cinders*, *The Lost Leopard*, etc. We put picture books of the *Life of Christ* and stories from the Bible, as well as those of animals and airplanes in the tall sections of the counter-high. The shelf of easy books fascinated those whose reading level was above that of their group as well as those who were slow readers. We found the better readers enjoyed reading the stories to the little ones. Seldom now was heard the cry, "Sister, find me a good book."

### Children Find Books

The children developed a surprising discrimination in their tastes and, with very little help from the librarian, found for themselves the animal books or science books or whatever interested them at the time. This

not only taught the children to be self-reliant, but it left the Sister-librarian more free to give individual help and encouragement to the few backward ones.

Primary teachers who ignore the responsibility that is theirs of imparting a love of good books to the very young are making a horrible blunder. Often it is too late after the fourth grade to do much about cultivating a love of reading. Then, too, once a child feels at home in a library and becomes an enthusiastic patron, he is acquiring a habit which usually will carry over into adult life. The school, in which young children from the kindergarten on through the primary grades are introduced to the mysteries of a library and to the friendship of books, will have a superior rating, and will produce more intelligent citizens for its community.

### Building Character

The Sister-librarian has here an excellent opportunity, by closely supervising the children's reading, of building character; and this, after all, is what she is most vitally interested in doing. The thinking child often is a lonely child, and needs to discover, within the covers of a good book, that we both understand and sympathize with his problems. It is our precious privilege to develop children's ideals and fill their needs. When we remember that the ideals formed at this plastic period will color the children's lives not only here, but hereafter, we will not fail our little ones.

## The Saint Who Loved Animals

*Margaret M. Preston \**

Many of our soldiers visited a country called Italy in this war. It was in this country about seven hundred years ago that a boy called Francis was born. His father kept a large store in Assisi, where he sold beautiful silks and satins and all kinds of fine cloth. He went on trips to France to buy this lovely cloth and sometimes Francis' mother would let him go just outside the city gates to watch for his father. His father and the men who worked for him would come riding down the road, their horses loaded with bolts of fine cloth for the shop.

When he was 14, Francis began to help his father in the shop, and sometimes he would go on trips with his father too. Francis would ride along beside his father on a fine horse and enjoy himself greatly seeing all the new places and people. When they got home again he would tell his mother and his little brother about all the wonderful things they had seen.

### He Wore a Silk Suit

In those days there were many troubadours, men who went about the country, to cities and towns, visiting castles and wandering about the streets, singing songs they made up themselves and playing on their lutes. Francis loved

to hear them sing and play, and he learned their songs and sang them too. He had a suit made of some bright silks from the store, something like a clown's suit today, and he would put it on and go about the streets with his friends, singing and playing like the troubadours.

When he was about twenty, there was a small war about his city of Assisi and in it Francis was taken prisoner and kept in prison for more than a year, but he was so gay there that he made everyone else in the prison feel as happy as he was.

### Francis Worked for God

Soon after he was allowed to go home, he fell sick and for awhile everyone thought he was going to die, but he got better. He was not very happy for some time after that, but one day he made up his mind that he was going to work for God and try to get people to love Him more and keep away from sin, and once he had made up his mind to do this, he was happier than ever before.

He took off the beautiful silk clothes that he was wearing . . . for in those days men wore bright colors of clothes, made of silks and satins, like your mother's very best dresses. Then Francis put on a long robe of dull brown cloth, with a big collar that he

\*Nazareth Convent, Rochester 10, N. Y.

\*Halifax, Nova Scotia.

could pull over his head, and about his waist for a belt he tied an old piece of rope. Sometimes you will see a priest dressed like that today, and you will know that he belongs to the order that St. Francis began more than seven hundred years ago.

### He Talked to Birds and Animals

Francis loved everyone and would not hurt anyone in any way. Instead he did all he could to help anyone. He loved birds and animals, the sun and stars and moon, and everything that God had made and he called them all his brothers and sisters because God was their Father, too. One day he preached a sermon to a big crowd of birds and they sat on the branches of trees all around him and did not make any noise at all. He told them how God had given them feathers to keep them warm, strong wings to help them to fly about in the lovely blue sky, and beautiful voices to sing His praises. Then Francis blessed them all as the priest blesses us at Mass and the birds flew away singing.

Once, we are told, he gave a lamb to a lady and the lamb would follow her to Mass every morning, and when the lady was a bit late getting up for Mass, the lamb would come right into her room and wake her up.

Another time the people of a village complained to the saint that there was a wolf who was always robbing them of their chickens and little pigs and so on. He lived in a cave near by, and no one could get near enough to kill him, so they asked him to help them get rid of the wolf.

### Brother Wolf

Francis went very near the cave without even a stick in his hand and the people begged him to be careful, because the wolf was so big and fierce. Soon the wolf came out of the cave and began to growl at them all. Francis saw that the wolf was walking on only three legs as if his front paw were sore. He began to talk gently to the wolf calling him Brother Wolf as he did to all animals, and telling him that he would fix his sore paw. While the people watching were afraid that at any minute the wolf would jump on Francis and kill him, the Saint went nearer and nearer the wolf, speaking kindly to him. The wolf stopped growling and Francis walked right up to him and picked up his sore paw. There was a big thorn stuck deep into it, and Francis told him that he would pull it out but it would hurt for a minute. The wolf left his paw in Francis' hand, so Francis pulled out the thorn with one quick jerk. Almost at once the wolf's paw felt better and then Francis told the wolf that he wanted him to promise not to steal any more from the people of the village. He would get the people to save all their scraps and bones for the wolf so that he would have plenty to eat. And the wolf left his paw in Francis' hand just as if he were promising to do this.

### Heaven on Earth

One of Francis' brother priests tells us this story. One night Francis was feeling very sad

and ill, everything seemed to be going wrong. He asked the priest to help him out into a meadow near by and there the two of them sat on stumps of trees near a little brook. The moonlight made it as bright as day and after awhile the birds began to sing and some flew down and perched on Francis' shoulders and on his knees. The rabbits came out of the woods and sat near his feet and one played with the end of the cord around his waist. Foxes came too, and squirrels, a mother and father deer brought their little fawn, and, last of all, came the wolf whose paw Francis had cured, and who was keeping his promise not to steal any more. He came right up to the saint and put the curved paw into his lap and none of the birds or animals were afraid of him. For awhile it was just like heaven in that moonlit meadow.

### The Christmas Crib

It was St. Francis who had the first crib at Christmas time, so when you go to see the crib in your church each Christmas you should thank him for starting this lovely

custom. There was a cave near his church and the Brothers fixed up a small crib there, and on Christmas Eve the priests and the Brothers and the people went in a procession from the church to the cave, carrying lighted candles and torches. The stars were very bright and the snow was pure white and the pine trees were very dark. And in the cave at midnight Francis served Mass and in his sermon told the people all about the Christ Child. The Brothers sang and in that cave was the first Christmas crib.

Francis was so holy that God let him have the Stigmata, that means the marks of the wounds that our Lord had, in His hands and feet and in His side, and they hurt Francis very much. He suffered a great deal before he died, and he was nearly blind, but he was very happy to think that he would soon be with God in heaven. If we want to live in heaven with God and St. Francis, we must try to love God and our neighbors so much that we will not want to hurt God by sin. Then we will really be as merry as good St. Francis was!

## A Model Audio-Visual Program

*Rev. Joseph T. Murray*

A new audio-visual education program is well under way in the Diocese of Springfield in Illinois. His Excellency, Bishop Griffin, initiated a forward-looking program more than a year ago when he announced plans for the purchase of a projector for each of the 52 schools in the diocese. All projectors, screens, and other physical properties are now installed and in operation.

As superintendent of schools of the diocese and a strong believer in the value of audio-visual education, I have tried to encourage the program, and have helped to make possible the purchase of a small but excellent library of films, film strips, and slides. The name Guadalupe Film Library was selected in honor of Our Lady of Guadalupe. Through the helpful co-operation of Very Rev. Seraphin Tibesar, O.F.M., dean of Quincy College, the services of Father Cosmas Herndal were provided, and he will act as audio-visual director for the library.

At present the library consists of the following classes of materials: educational (textbook type) films; religious films; documentary and current event films; slides and strip films; entertainment and cartoon films.

It is realized that strictly educational films should form the foundation of the library. Such films cost more than other types, but will be purchased to the extent that finances permit. It is also felt that considerable study should precede the large-scale purchase of educational films, and to this end a survey is being made to correlate existing films to the requirements of the Springfield diocesan course of study. Copies of the correlation soon

will be made available to interested supervisors in the field of Catholic education.

### Methods and Distribution

The Guadalupe Film Library attempts to provide to teachers in the diocese the right film at the right time. In the case of educational "textbook" films, that means affording ample opportunity for showing particular films to individual classes at the time when such films will be most effective. This is an objective rather than an actuality at present, and will be brought about completely only when a greater number of educational films have been purchased and service facilities have been perfected. The fact that such an "ideal" program is not entirely possible at present, however, in no way prevents the library from working toward that goal.

Correct and effective use of other films, film strips, and slides including religious, documentary, and entertainment subjects, is a more simple problem, as these materials have a broad application, and there is less need to correlate with individual classes and at specific times. Religious films, for example, are important inspirational aids to the whole religious program, but they can be used effectively with large auditorium groups and, in most cases, can be shown at any time. These films, therefore, are sent arbitrarily and at regular intervals to the schools of the diocese for auditorium showings.

At present, films are mailed or expressed to most schools, and this is apt to be the case for some time to come. Since the Springfield Diocese is rather large geographically and sev-



eral of the schools are off main lines of transportation, regular parcel post appears to be the most effective means of distribution. Teachers, through their principals, may request educational films from the library at any time, and these are shipped as promptly as possible. Films may be kept for several days, in most cases.

In the very important department of in-service teacher training for audio-visual education, much has been done and a great deal more is planned. Two general meetings for all teachers have been held and others are in prospect. Principals in individual schools are encouraging teachers to learn the operation of projectors and other visual tools and help is provided by the central library. An exchange of ideas and methods with other school systems, both parochial and public, has been initiated.

#### Financing the Project

To finance the initial purchase of films, a per pupil assessment of 10 cents was made, but it is recognized that the sum thus realized

is far from adequate for even current needs. A higher assessment of 40 cents or more per pupil, per year, is contemplated, and it is pointed out that there can be little objection from parents to paying for a full year's visual-education program what it costs to send Johnny and Mary to the local movie palace just one time. Supplements to the budget are also being sought from diocesan funds and private endowments.

Guadaloupe Film Library has made a modest beginning, but, in all respects, it has tried to work on sound principles. The newly formed Catholic Education Department of Encyclopaedia Britannica Films has contributed much in the way of advice and service in their effort to create, in the Springfield Diocese, a film library which may be used as a model by other Catholic schools throughout the country. Credit is also due Miss Nelle Lee Jenkinson of the St. Louis (Missouri) Public Schools for many of the basic ideas used in the Guadaloupe Film Library and for the help that she has given to Father Cosmas.

## The Catholic Library Society of Hawaii

*Sister Martha Mary, C.S.J. \**

IT REALLY began on a Sunday morning in 1944 when two Sisters of St. Joseph of Carondelet found their instruction class at Aiea decimated for some unknown reason. Inquiries among the other children were futile; so the nuns set out in search of the delinquents. In a short time they found them, eagerly lined up awaiting the opening of the ticket office. Billboards pictured "My Friend Flicka" in gaudy colors.

"Mary, my Mother, help us to attract these children to God as Mary O'Hara has attracted them to her story this morning," breathed one of the Sisters. Like a flash came an idea. A good story had drawn the children away from Mass and instructions. A good story could draw them to God as well. Of course, they did hear good stories in their class, but what if they had books and magazines to carry away from class to read during the week! That was it. *Books!*

Ah yes! But how to get them was the problem. A few days later a G.I.—Emmett Cahill from Warsaw, N. Y.—called at the convent after the annual Damien Day Mass, and he listened to the story of Flicka's box office appeal. Being a dynamo of Catholic Action, Sergeant Cahill immediately said, "The men in our battalion will fix you up. Why the gang that comes down here for Sunday supper will love it. I'll talk it over with Father Griffin and Jimmy Hogan." So Philadelphia, Brooklyn, and Warsaw came to the aid of Hawaii. The Catholic Library Society of Hawaii was inaugurated with the approbation of Most Rev. James J. Sweeney,

\*St. Theresa's School, Honolulu, T. H.

D.D., the zealous bishop of Honolulu. Rev. Charles S. Gienger, the superintendent of Catholic schools, encouraged the work of the Sisters. The purpose of the newly formed Society was to provide Catholic literature for children who lived in parishes where there were no Catholic schools. Thirty-three such parishes existed.

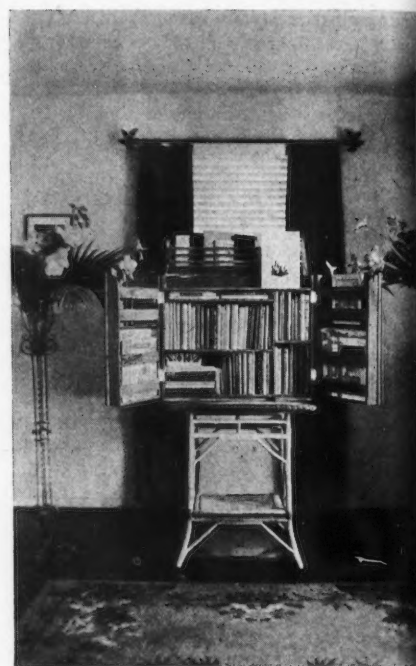
The critics began: "The books will be lost." "The children will ruin them." "The children of Hawaii can't read books anyway." "Where shall we get the money?" "That is too much work to attempt."

#### Who Says They Can't Read?

But the money came in—almost miraculously, from G.I.'s facing death in Saipan, Okinawa, and the Philippines. Sgt. Cahill and Sgt. Hogan wrote from their watery foxholes to inquire about their Society. Sgt.



"Above the Blue" entrances Honolulu children who are members of Our Lady's Book Club, junior section of the Catholic Library Society of Hawaii.



A Portable Library of the Catholic Library Society of Hawaii. Each case is dedicated to the person or society who donated it. This one is from the mission club of the Academy of Our Lady, Peoria, Illinois.

Cahill emerged from battle to find that he had a new title, vice-president of the Catholic Library Society. The children laid aside their cheap comics and read *The Man Who Dared a King*, *Lad of Lima*, and *Princess Poverty*. And others learned that Catholic comics are the best and the most interesting—*Heroes All*, *Timeless Topix*, and *Treasure Chest*. Furthermore, they were careful. Less than twenty books have been lost in two years.

#### Portable Libraries

Interest, once gained, had to be sustained. Portable libraries would facilitate exchange of books. At the end of three or four months the entire library could be removed and another selection of books sent there in its place. Sgt. Spellman, a cabinetmaker by hobby, came to the fore this time. After much measuring of books and detailed inquiries as to the number of books to be taken to a parish at one time, he drove up to the convent door with the first portable library of the Society. It was G.I. all right, small, compact, but commodious enough to hold 65 books and many magazines. The hinges and hasp were from his locker, and khaki shoestrings held up the top of the case which opened to become a pamphlet rack. Front doors which swung wide to become magazine racks were olive drab as was the entire case. Yes, the case, and even the Society itself, was strictly G.I.—God Inspired.

A few improvements were added, a few adjustments were made, and that cabinet became the model for all the other libraries. Now it has 19 companion cases—ten on Oahu, five on Maui, two on Kauai, one on



Hawaii, one on Guam, and one in the North Solomons. His Excellency, the Most Rev. James J. Sweeney presented the leper children of Molokai with the gift of a library, since their physical condition prevented their participating in the advantages of the other children of the Islands.



*The Children at St. Philomena's Parish, Damon Tract, Honolulu, Enjoy Books After the Library Hour.*

#### Catholic Authors

Proof of their Apostolic spirit was given when many of our Catholic authors sent autographed copies of their books to the Society. "God bless your work," wrote Mary

Dixon Thayer. "Nuns are wonderful. I wish you much success," wrote Blanche Jennings Thompson. "It is a pleasure," Covelle Newcomb penned from her home in New York. "Greetings to my friends in Hawaii," came from Brother Ernest, C.S.C. Sister Mary Jean Dorcy, O.P., designed a beautiful silhouette emblem for the Society, "A Lei for Our Lady." Mary Jane Carr, Mary Kiely, Rev. Thomas A. Lahey, C.S.C., Rev. Daniel A. Lord, S.J., Rev. Martin J. Scott, S.J., Rev. Raymond J. O'Brien, Alma Savage, Inez Specking, Hilda Van Stockum, Theodore Maynard, Doran Hurley, and Maurice Leahy all sent greetings and books.

Mrs. Sara Maynard was one of the first to send congratulations, and occasional letters of encouragement followed. Then shortly before her death, Nov. 30, 1945, Mrs. Maynard requested her young daughter, Clara, to write a letter which will always be cherished as revealing a rare depth of charity. In it she said, "Mother sends her love and says to tell you that if she does not recover, she will help you all she can in heaven." In losing a friend on earth, the Society has gained an advocate in heaven.

#### A Lei for Our Lady

In Hawaii, a lei is a token of welcome, of appreciation, of love. The Catholic Library Society is offering to our Blessed Mother and to her Divine Child a unique lei, a lei of books. And each book is clasped in the hand of some child, thus making the lei a living expression of love. As the years go on, the Society hopes that the individual members of the lei will be drawn closer and closer to the possessor of the lei so that, at last, each one will rest as a real lei over the pulsing heart of Christ, in the arms of Mary Beloved.

#### VI. Format and Illustrations

A. Are the illustrations pleasing in color and design?

B. Are the illustrations functional rather than merely decorative?

C. Is there a generous use of visualized devices?

D. Does the typography and the format meet modern standards of good bookmaking, binding, paper, type, etc.?

#### VII. Publisher

A. Does the reputation of the publisher assure a dependable text?

B. Is the copyright of recent date?

#### VIII. Philosophy

A. What is its basic philosophy in relation to Catholic teaching?

B. Does Catholic teaching follow naturally from the text, or is it forced?

#### IX. Selecting the Text

A. Prior to adoption canvass teachers for their opinion on texts now in use.

B. Committee should be carefully chosen on basis of scholarship, teaching experience, range of grades to be covered by the text, range of geographical, economic, and social areas.

C. Opportunity to consult with publisher's representatives.

D. Some type of rating sheet should be used.

E. Voting should be secret and individual rather than in a group conference.



*Edison, the Wizard of Electricity, was greatly interested in chemistry. From the age of 10 when he had a laboratory in the cellar till his last experiments in search of a new source of natural rubber, he performed experiments in chemistry. His Nickel-Iron-Alkaline storage battery was a result of chemical experiments.*

## Criteria for the Selection of Textbooks

*Very Rev. Msgr. Carl J. Ryan \**

#### I. Function of the Textbook

The textbook is the main, but not the only, source of material. Other sources are reference works, periodicals, radio, motion pictures, field trips, etc. The text gives unity, coherence, and organization to the matter to be studied.

#### II. Relation of the Textbook to the Curriculum

The curriculum should determine the text, not vice versa.

#### III. Qualifications of the Author

A. Scholarship, research, experiment  
B. Actual teaching experience  
C. Ingenuity in presenting the material  
Presumption is in favor of a book with multiple authorship.

#### IV. Content

A. Is there a balanced treatment of the subject, i.e., significant things stressed, minor things given less treatment?

B. Is the content founded on experiences that are socially significant?

C. Is there provision for group treatment and individual differences?

D. Is it suitable for the grade on the basis of vocabulary, sentence structure, literary style, type and difficulty of questions?

E. Is it teachable? This includes such items as: suggested procedures; selected references and bibliography; appropriate activities and drill matter; thought questions; index, glossary, pronouncing vocabulary.

F. Has it pupil appeal? This includes such items as: clarity and simplicity of presentation; study aids: marginal notes, headings, important items in heavy type or boxes, summaries.

G. Does the text foster a desire for further study on the part of the pupil?

#### V. Testing Program

A. Diagnostic tests; provision for remedial work.

B. Periodic reviews; tests and means of evaluating progress.

\*Superintendent of Schools, Archdiocese of Cincinnati. This is merely the outline of a talk by Msgr. Ryan at a recent meeting of the superintendents' section of the NCEA.

## Sister, Find Me a Book

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HOW many times have you, as a primary teacher, not heard this appeal from a small child? While we recognize the child's implied tribute to confidence in our ability to find him the right book, yet we know that our finding the story for him is not the ideal solution. May I tell you of our experience?

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### A Primary Library

"Why not have your school caretaker, who is so skillful with his hands, build you a counter-high where you could put all your easy books and picture books? Make this special primary division the most attractive part of the library."

Sister's suggestion was received gratefully by the principal who knew from previous experience how difficult it is to purchase library equipment of any kind. Whereupon, began a relentless search for seasoned lumber. What we finally secured was not the most desirable, but, like other people in our postwar world, we cheerfully made the best of what we could get. We gave our amateur carpenter a blueprint of the counter-high which was to be divided into three sections. The middle section was to have three adjustable shelves; while the two outside sections were to vary with one, two, or three upright divisions where we could place the tall picture books and encyclopedias. In less than a week our counter-high was finished and installed in the library under the windows. We placed a circus-parade frieze on its surface which was to serve as a magnet to the very shy.

It is difficult to capture on paper the delight of the little ones when they first beheld the new arrangement. The Sister-librarian pre-

viously had explained in the classrooms of the kindergarten, first, second, and third grades, that we had changed some of the books in the library and had put them on a new shelf or counter-high which belonged to the primary grades in a special way.

In the middle section we included books on animals such as *Freddy the Detective*, *Millions of Cats*, *Beppo the Donkey*, *Walter the Lazy Mouse*, *Cinders*, *The Lost Leopard*, etc. We put picture books of the *Life of Christ* and stories from the Bible, as well as those of animals and airplanes in the tall sections of the counter-high. The shelf of easy books fascinated those whose reading level was above that of their group as well as those who were slow readers. We found the better readers enjoyed reading the stories to the little ones. Seldom now was heard the cry, "Sister, find me a good book."

### Children Find Books

The children developed a surprising discrimination in their tastes and, with very little help from the librarian, found for themselves the animal books or science books or whatever interested them at the time. This

not only taught the children to be self-reliant, but it left the Sister-librarian more free to give individual help and encouragement to the few backward ones.

Primary teachers who ignore the responsibility that is theirs of imparting a love of good books to the very young are making a horrible blunder. Often it is too late after the fourth grade to do much about cultivating a love of reading. Then, too, once a child feels at home in a library and becomes an enthusiastic patron, he is acquiring a habit which usually will carry over into adult life. The school, in which young children from the kindergarten on through the primary grades are introduced to the mysteries of a library and to the friendship of books, will have a superior rating, and will produce more intelligent citizens for its community.

### Building Character

The Sister-librarian has here an excellent opportunity, by closely supervising the children's reading, of building character; and this, after all, is what she is most vitally interested in doing. The thinking child often is a lonely child, and needs to discover, within the covers of a good book, that we both understand and sympathize with his problems. It is our precious privilege to develop children's ideals and fill their needs. When we remember that the ideals formed at this plastic period will color the children's lives not only here, but hereafter, we will not fail our little ones.

## The Saint Who Loved Animals

*Margaret M. Preston \**

Many of our soldiers visited a country called Italy in this war. It was in this country about seven hundred years ago that a boy called Francis was born. His father kept a large store in Assisi, where he sold beautiful silks and satins and all kinds of fine cloth. He went on trips to France to buy this lovely cloth and sometimes Francis' mother would let him go just outside the city gates to watch for his father. His father and the men who worked for him would come riding down the road, their horses loaded with bolts of fine cloth for the shop.

When he was 14, Francis began to help his father in the shop, and sometimes he would go on trips with his father too. Francis would ride along beside his father on a fine horse and enjoy himself greatly seeing all the new places and people. When they got home again he would tell his mother and his little brother about all the wonderful things they had seen.

### Francis Worked for God

to hear them sing and play, and he learned their songs and sang them too. He had a suit made of some bright silks from the store, something like a clown's suit today, and he would put it on and go about the streets with his friends, singing and playing like the troubadours.

When he was about twenty, there was a small war about his city of Assisi and in it Francis was taken prisoner and kept in prison for more than a year, but he was so gay there that he made everyone else in the prison feel as happy as he was.

Soon after he was allowed to go home, he fell sick and for awhile everyone thought he was going to die, but he got better. He was not very happy for some time after that, but one day he made up his mind that he was going to work for God and try to get people to love Him more and keep away from sin, and once he had made up his mind to do this, he was happier than ever before.

He took off the beautiful silk clothes that he was wearing . . . for in those days men wore bright colors of clothes, made of silks and satins, like your mother's very best dresses. Then Francis put on a long robe of dull brown cloth, with a big collar that he

He Wore a Silk Suit

In those days there were many troubadours, men who went about the country, to cities and towns, visiting castles and wandering about the streets, singing songs they made up themselves and playing on their lutes. Francis loved

\*Nazareth Convent, Rochester 10, N. Y.

\*Halifax, Nova Scotia.



could pull over his head, and about his waist for a belt he tied an old piece of rope. Sometimes you will see a priest dressed like that today, and you will know that he belongs to the order that St. Francis began more than seven hundred years ago.

### He Talked to Birds and Animals

Francis loved everyone and would not hurt anyone in any way. Instead he did all he could to help anyone. He loved birds and animals, the sun and stars and moon, and everything that God had made and he called them all his brothers and sisters because God was their Father, too. One day he preached a sermon to a big crowd of birds and they sat on the branches of trees all around him and did not make any noise at all. He told them how God had given them feathers to keep them warm, strong wings to help them to fly about in the lovely blue sky, and beautiful voices to sing His praises. Then Francis blessed them all as the priest blesses us at Mass and the birds flew away singing.

Once, we are told, he gave a lamb to a lady and the lamb would follow her to Mass every morning, and when the lady was a bit late getting up for Mass, the lamb would come right into her room and wake her up.

Another time the people of a village complained to the saint that there was a wolf who was always robbing them of their chickens and little pigs and so on. He lived in a cave near by, and no one could get near enough to kill him, so they asked him to help them get rid of the wolf.

### Brother Wolf

Francis went very near the cave without even a stick in his hand and the people begged him to be careful, because the wolf was so big and fierce. Soon the wolf came out of the cave and began to growl at them all. Francis saw that the wolf was walking on only three legs as if his front paw were sore. He began to talk gently to the wolf calling him Brother Wolf as he did to all animals, and telling him that he would fix his sore paw. While the people watching were afraid that at any minute the wolf would jump on Francis and kill him, the Saint went nearer and nearer the wolf, speaking kindly to him. The wolf stopped growling and Francis walked right up to him and picked up his sore paw. There was a big thorn stuck deep into it, and Francis told him that he would pull it out but it would hurt for a minute. The wolf left his paw in Francis' hand, so Francis pulled out the thorn with one quick jerk. Almost at once the wolf's paw felt better and then Francis told the wolf that he wanted him to promise not to steal any more from the people of the village. He would get the people to save all their scraps and bones for the wolf so that he would have plenty to eat. And the wolf left his paw in Francis' hand just as if he were promising to do this.

### Heaven on Earth

One of Francis' brother priests tells us this story. One night Francis was feeling very sad

and ill, everything seemed to be going wrong. He asked the priest to help him out into a meadow near by and there the two of them sat on stumps of trees near a little brook. The moonlight made it as bright as day and after awhile the birds began to sing and some flew down and perched on Francis' shoulders and on his knees. The rabbits came out of the woods and sat near his feet and one played with the end of the cord around his waist. Foxes came too, and squirrels, a mother and father deer brought their little fawn, and, last of all, came the wolf whose paw Francis had cured, and who was keeping his promise not to steal any more. He came right up to the saint and put the curved paw into his lap and none of the birds or animals were afraid of him. For awhile it was just like heaven in that moonlit meadow.

### The Christmas Crib

It was St. Francis who had the first crib at Christmas time, so when you go to see the crib in your church each Christmas you should thank him for starting this lovely

custom. There was a cave near his church and the Brothers fixed up a small crib there, and on Christmas Eve the priests and the Brothers and the people went in a procession from the church to the cave, carrying lighted candles and torches. The stars were very bright and the snow was pure white and the pine trees were very dark. And in the cave at midnight Francis served Mass and in his sermon told the people all about the Christ Child. The Brothers sang and in that cave was the first Christmas crib.

Francis was so holy that God let him have the Stigmata, that means the marks of the wounds that our Lord had, in His hands and feet and in His side, and they hurt Francis very much. He suffered a great deal before he died, and he was nearly blind, but he was very happy to think that he would soon be with God in heaven. If we want to live in heaven with God and St. Francis, we must try to love God and our neighbors so much that we will not want to hurt God by sin. Then we will really be as merry as good St. Francis was!

## A Model Audio-Visual Program

*Rev. Joseph T. Murray*

A new audio-visual education program is well under way in the Diocese of Springfield in Illinois. His Excellency, Bishop Griffin, initiated a forward-looking program more than a year ago when he announced plans for the purchase of a projector for each of the 52 schools in the diocese. All projectors, screens, and other physical properties are now installed and in operation.

As superintendent of schools of the diocese and a strong believer in the value of audio-visual education, I have tried to encourage the program, and have helped to make possible the purchase of a small but excellent library of films, film strips, and slides. The name Guadalupe Film Library was selected in honor of Our Lady of Guadalupe. Through the helpful co-operation of Very Rev. Seraphin Tibesar, O.F.M., dean of Quincy College, the services of Father Cosmas Herndal were provided, and he will act as audio-visual director for the library.

At present the library consists of the following classes of materials: educational (text-book type) films; religious films; documentary and current event films; slides and strip films; entertainment and cartoon films.

It is realized that strictly educational films should form the foundation of the library. Such films cost more than other types, but will be purchased to the extent that finances permit. It is also felt that considerable study should precede the large-scale purchase of educational films, and to this end a survey is being made to correlate existing films to the requirements of the Springfield diocesan course of study. Copies of the correlation soon

will be made available to interested supervisors in the field of Catholic education.

### Methods and Distribution

The Guadalupe Film Library attempts to provide to teachers in the diocese the right film at the right time. In the case of educational "textbook" films, that means affording ample opportunity for showing particular films to individual classes at the time when such films will be most effective. This is an objective rather than an actuality at present, and will be brought about completely only when a greater number of educational films have been purchased and service facilities have been perfected. The fact that such an "ideal" program is not entirely possible at present, however, in no way prevents the library from working toward that goal.

Correct and effective use of other films, film strips, and slides including religious, documentary, and entertainment subjects, is a more simple problem, as these materials have a broad application, and there is less need to correlate with individual classes and at specific times. Religious films, for example, are important inspirational aids to the whole religious program, but they can be used effectively with large auditorium groups and, in most cases, can be shown at any time. These films, therefore, are sent arbitrarily and at regular intervals to the schools of the diocese for auditorium showings.

At present, films are mailed or expressed to most schools, and this is apt to be the case for some time to come. Since the Springfield Diocese is rather large geographically and sev-



eral of the schools are off main lines of transportation, regular parcel post appears to be the most effective means of distribution. Teachers, through their principals, may request educational films from the library at any time, and these are shipped as promptly as possible. Films may be kept for several days, in most cases.

In the very important department of in-service teacher training for audio-visual education, much has been done and a great deal more is planned. Two general meetings for all teachers have been held and others are in prospect. Principals in individual schools are encouraging teachers to learn the operation of projectors and other visual tools and help is provided by the central library. An exchange of ideas and methods with other school systems, both parochial and public, has been initiated.

#### Financing the Project

To finance the initial purchase of films, a per pupil assessment of 10 cents was made, but it is recognized that the sum thus realized

is far from adequate for even current needs. A higher assessment of 40 cents or more per pupil, per year, is contemplated, and it is pointed out that there can be little objection from parents to paying for a full year's visual-education program what it costs to send Johnny and Mary to the local movie palace just one time. Supplements to the budget are also being sought from diocesan funds and private endowments.

Guadaloupe Film Library has made a modest beginning, but, in all respects, it has tried to work on sound principles. The newly formed Catholic Education Department of Encyclopaedia Britannica Films has contributed much in the way of advice and service in their effort to create, in the Springfield Diocese, a film library which may be used as a model by other Catholic schools throughout the country. Credit is also due Miss Nelle Lee Jenkinson of the St. Louis (Missouri) Public Schools for many of the basic ideas used in the Guadaloupe Film Library and for the help that she has given to Father Cosmas.

## The Catholic Library Society of Hawaii

*Sister Martha Mary, C.S.J. \**

IT REALLY began on a Sunday morning in 1944 when two Sisters of St. Joseph of Carondelet found their instruction class at Aiea decimated for some unknown reason. Inquiries among the other children were futile; so the nuns set out in search of the delinquents. In a short time they found them, eagerly lined up awaiting the opening of the ticket office. Billboards pictured "My Friend Flicka" in gaudy colors.

"Mary, my Mother, help us to attract these children to God as Mary O'Hara has attracted them to her story this morning," breathed one of the Sisters. Like a flash came an idea. A good story had drawn the children away from Mass and instructions. A good story could draw them to God as well. Of course, they did hear good stories in their class, but what if they had books and magazines to carry away from class to read during the week! That was it. *Books!*

Ah yes! But how to get them was the problem. A few days later a G.I.—Emmett Cahill from Warsaw, N. Y.—called at the convent after the annual Damien Day Mass, and he listened to the story of Flicka's box office appeal. Being a dynamo of Catholic Action, Sergeant Cahill immediately said, "The men in our battalion will fix you up. Why the gang that comes down here for Sunday supper will love it. I'll talk it over with Father Griffin and Jimmy Hogan." So Philadelphia, Brooklyn, and Warsaw came to the aid of Hawaii. The Catholic Library Society of Hawaii was inaugurated with the approbation of Most Rev. James J. Sweeney,

\*St. Theresa's School, Honolulu, T. H.

D.D., the zealous bishop of Honolulu. Rev. Charles S. Gienger, the superintendent of Catholic schools, encouraged the work of the Sisters. The purpose of the newly formed Society was to provide Catholic literature for children who lived in parishes where there were no Catholic schools. Thirty-three such parishes existed.

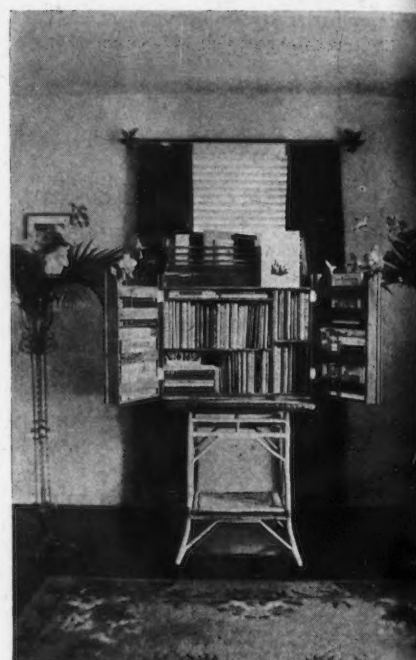
The critics began: "The books will be lost." "The children will ruin them." "The children of Hawaii can't read books anyway." "Where shall we get the money?" "That is too much work to attempt."

#### Who Says They Can't Read?

But the money came in—almost miraculously, from G.I.'s facing death in Saipan, Okinawa, and the Philippines. Sgt. Cahill and Sgt. Hogan wrote from their watery foxholes to inquire about their Society. Sgt.



"Above the Blue" entrances Honolulu children who are members of Our Lady's Book Club, junior section of the Catholic Library Society of Hawaii.



A Portable Library of the Catholic Library Society of Hawaii. Each case is dedicated to the person or society who donated it. This one is from the mission club of the Academy of Our Lady, Peoria, Illinois.

Cahill emerged from battle to find that he had a new title, vice-president of the Catholic Library Society. The children laid aside their cheap comics and read *The Man Who Dared a King*, *Lad of Lima*, and *Princess Poverty*. And others learned that Catholic comics are the best and the most interesting—*Heroes All*, *Timeless Topix*, and *Treasure Chest*. Furthermore, they were careful. Less than twenty books have been lost in two years.

#### Portable Libraries

Interest, once gained, had to be sustained. Portable libraries would facilitate exchange of books. At the end of three or four months the entire library could be removed and another selection of books sent there in its place. Sgt. Spellman, a cabinetmaker by hobby, came to the fore this time. After much measuring of books and detailed inquiries as to the number of books to be taken to a parish at one time, he drove up to the convent door with the first portable library of the Society. It was G.I. all right, small, compact, but commodious enough to hold 65 books and many magazines. The hinges and hasp were from his locker, and khaki shoestrings held up the top of the case which opened to become a pamphlet rack. Front doors which swung wide to become magazine racks were olive drab as was the entire case. Yes, the case, and even the Society itself, was strictly G.I.—God Inspired.

A few improvements were added, a few adjustments were made, and that cabinet became the model for all the other libraries. Now it has 19 companion cases—ten on Oahu, five on Maui, two on Kauai, one on

Hawaii, one on Guam, and one in the North Solomons. His Excellency, the Most Rev. James J. Sweeney presented the leper children of Molokai with the gift of a library, since their physical condition prevented their participating in the advantages of the other children of the Islands.



*The Children at St. Philomena's Parish, Damon Tract, Honolulu, Enjoy Books After the Library Hour.*

#### Catholic Authors

Proof of their Apostolic spirit was given when many of our Catholic authors sent autographed copies of their books to the Society. "God bless your work," wrote Mary

Dixon Thayer. "Nuns are wonderful. I wish you much success," wrote Blanche Jennings Thompson. "It is a pleasure," Covelle Newcomb penned from her home in New York. "Greetings to my friends in Hawaii," came from Brother Ernest, C.S.C. Sister Mary Jean Dorcy, O.P., designed a beautiful silhouette emblem for the Society, "A Lei for Our Lady." Mary Jane Carr, Mary Kiely, Rev. Thomas A. Lahey, C.S.C., Rev. Daniel A. Lord, S.J., Rev. Martin J. Scott, S.J., Rev. Raymond J. O'Brien, Alma Savage, Inez Specking, Hilda Van Stockum, Theodore Maynard, Doran Hurley, and Maurice Leahy all sent greetings and books.

Mrs. Sara Maynard was one of the first to send congratulations, and occasional letters of encouragement followed. Then shortly before her death, Nov. 30, 1945, Mrs. Maynard requested her young daughter, Clara, to write a letter which will always be cherished as revealing a rare depth of charity. In it she said, "Mother sends her love and says to tell you that if she does not recover, she will help you all she can in heaven." In losing a friend on earth, the Society has gained an advocate in heaven.

#### A Lei for Our Lady

In Hawaii, a lei is a token of welcome, of appreciation, of love. The Catholic Library Society is offering to our Blessed Mother and to her Divine Child a unique lei, a lei of books. And each book is clasped in the hand of some child, thus making the lei a living expression of love. As the years go on, the Society hopes that the individual members of the lei will be drawn closer and closer to the possessor of the lei so that, at last, each one will rest as a real lei over the pulsing heart of Christ, in the arms of Mary Beloved.

#### VI. Format and Illustrations

A. Are the illustrations pleasing in color and design?

B. Are the illustrations functional rather than merely decorative?

C. Is there a generous use of visualized devices?

D. Does the typography and the format meet modern standards of good bookmaking, binding, paper, type, etc.?

#### VII. Publisher

A. Does the reputation of the publisher assure a dependable text?

B. Is the copyright of recent date?

#### VIII. Philosophy

A. What is its basic philosophy in relation to Catholic teaching?

B. Does Catholic teaching follow naturally from the text, or is it forced?

#### IX. Selecting the Text

A. Prior to adoption canvass teachers for their opinion on texts now in use.

B. Committee should be carefully chosen on basis of scholarship, teaching experience, range of grades to be covered by the text, range of geographical, economic, and social areas.

C. Opportunity to consult with publisher's representatives.

D. Some type of rating sheet should be used.

E. Voting should be secret and individual rather than in a group conference.

## Criteria for the Selection of Textbooks

*Very Rev. Msgr. Carl J. Ryan \**

#### I. Function of the Textbook

The textbook is the main, but not the only, source of material. Other sources are reference works, periodicals, radio, motion pictures, field trips, etc. The text gives unity, coherence, and organization to the matter to be studied.

#### II. Relation of the Textbook to the Curriculum

The curriculum should determine the text, not vice versa.

#### III. Qualifications of the Author

A. Scholarship, research, experiment

B. Actual teaching experience

C. Ingenuity in presenting the material

Presumption is in favor of a book with multiple authorship.

#### IV. Content

A. Is there a balanced treatment of the subject, i.e., significant things stressed, minor things given less treatment?

B. Is the content founded on experiences that are socially significant?

C. Is there provision for group treatment and individual differences?

D. Is it suitable for the grade on the basis of vocabulary, sentence structure, literary style, type and difficulty of questions?

E. Is it teachable? This includes such items as: suggested procedures; selected references and bibliography; appropriate activities and drill matter; thought questions; index, glossary, pronouncing vocabulary.

F. Has it pupil appeal? This includes such items as: clarity and simplicity of presentation; study aids: marginal notes, headings, important items in heavy type or boxes, summaries.

G. Does the text foster a desire for further study on the part of the pupil?

#### V. Testing Program

A. Diagnostic tests; provision for remedial work.

B. Periodic reviews; tests and means of evaluating progress.



*Edison, the Wizard of Electricity, was greatly interested in chemistry. From the age of 10 when he had a laboratory in the cellar till his last experiments in search of a new source of natural rubber, he performed experiments in chemistry. His Nickel-Iron-Alkaline storage battery was a result of chemical experiments.*

\*Superintendent of Schools, Archdiocese of Cincinnati. This is merely the outline of a talk by Msgr. Ryan at a recent meeting of the superintendents' section of the NCEA.





Library at St. Patrick School, Bay Shore, N. Y. This elementary school, in charge of the Sisters of Mercy, has developed a fine central library. Sister M. Rosalie, the principal, has given enthusiastic support to the library.

## Recent Books for the Classroom and Library

### WHAT IS A SCHOOL WITHOUT BOOKS?

A school without books would be equivalent to a workshop without tools.

You need plenty of good books—basic textbooks, supplementary textbooks, reference books, books for the school library—and don't forget the teachers' library.

You need up-to-date textbooks that follow modern methods; in so far as modern methods may be better than older ones, but retain all the good and tried, common sense of educational history. Some good modern books are basically just new and fresh statements of well-tried methods.

Now is the time to compile the list of books you need right now, and especially those you will want in September. That is the reason why the February issue of your JOURNAL is the Schoolbook and Library Number.

The following list of books has been compiled from publishers' recent catalogs and announcements. The list, although far from complete, will bring to your attention many interesting recent publications that have not found their way into the book review columns of your JOURNAL during the past year.

The listing of a book is not to be construed as a recommendation by the editor. If the title and description interest you, we suggest that you get a copy of the book for examination.

### GRADES I TO VIII

#### LANGUAGE AND READING

##### Essentials in English, Laboratory Method

By Smith and McAnulty. First Book and Second Book. Each 80 cents. McCormick.

Combination textbooks and workbooks in grammar, punctuation, usage, etc. Intended, apparently, for junior high school classes, these books provide a clear exposition of principles and abundant practice material, tests, etc.

##### Learning to Read

By Nila B. Smith. Silver.

This new basal-reading program for grades 1-3 teaches children to read naturally. The books are well illustrated in colors. They are sup-

plemented by teachers' guides. The children will enjoy them.

##### Language Skills

By Ruth H. Tenscher. \$1.40. Harcourt.

This is the seventh-grade book of a series for grades 7-12 described in the high school list.

##### Eye and Ear Fun (Book IV)

Fourth-grade workbook in phonics. 32 cents. Webster.

##### Paths and Pathfinders

By Rev. John A. O'Brien and others. Scott.

This is Book Seven of the New Cathedral Basic Reading Program. It consists of quality selections from old and new authors in

which Catholic thought is dominant. Four-color illustrations are found throughout the book.

##### Phonics We Use

By Meighen and others. Books A, B, C, and D, for grades 1-4. Each 32 cents. Lyons.

##### Child Experience Readers

By Sallen and others. Pub. by Lyons.

New additions to the series are: *Homes for All*, second reader, level II, 92 cents; and *Trips and Travels*, third reader, level I, \$1. Volumes previously published are a pre-primer; primer; first reader; second reader, level I; and a third reader, level II.

##### The Sports Series

By Frissell and Friebele. Macmillan.

Primary readers about games and

sports. Grade 2: *Fun at the Playground*; grade 3: *Fun in Swimming*.

#### MUSIC

##### Gregorian Chant

Prepared by The School Sisters of St. Francis, Alverno College, Milwaukee, Wis. \$2. Pub. by Clayton F. Summy Co., Chicago, Ill.

A study pamphlet and 44 flash cards.

##### New Music Horizons

This is the fifth book in a new series published by Silver Burdett. It provides, for the fifth grade, music by outstanding composers, American folk songs, dances, and games. It socializes the music period. It introduces the children to the sight and sound of instruments. There is much two-part singing and an introduction to three-part singing. It gives attention to creative listening.

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## SPELLING

**My Word Books (1946 ed.)**

By Breed and Seale. Seven books for grades 2-8, paper, text-workbooks, each 36 cents. Cloth, each 64 cents. Lyons.

**Spelling We Use**

By Horn and Ashbaugh. 60 cents each. Lippincott.

A series of spellers for grades 2-8.

**The Pupils Own Vocabulary****Speller**

By Gates, Rinsland, and others. Macmillan.

A new program in spelling for grades 2-8. Textbook-workbook. Choice of words based on the Rinsland Word-Frequency Study of children's vocabularies at each grade level. A short basal list for each week, introduced in a story. A variety of exercises. Individualized review.

**Goals in Spelling, Grade One**

A revised manuscript printing edition. 32 cents. Webster.

**Spelling Goals Notebooks**

Grades 2-8. Each 20 cents. Webster.

## RELIGION

**First Communion Catechism**

By Sister Annunziata, O.S.F. 20 cents. Benziger.

This beautifully illustrated booklet is based on the revised edition of the Baltimore Catechism, to which is added simplified explanations.

**Mission Study Leaflets**

Pub. by Catholic Students' Mission Crusade, Shattuc Ave., Cincinnati 26, Ohio.

These folders 8½ by 11 inches contain pictures, reading, and exercises on missions in various parts of the world. They sell for 3 cents each.

## INDUSTRIAL ARTS

**Basic Mechanical Drawing**

By Glenn N. Schaeffer. 60 cents. Bruce.

Processes, language, and principles for grades 7 and 8.

**Wonders in Wood**

By E. M. Wyatt. 75 cents. Bruce. Contains 46 projects made with a knife.

**Silhouette Cutting**

By Jean F. Bennett. \$2. Bruce.

## SCIENCE

**Curriculum Foundation Series**

*Look and Learn*, \$1.12; *All Around Us*, \$1.20; *How Do We Know?*, \$1.40. By Beauchamp and others. Scott.

These books with colored illustrations introduce primary pupils to real science about animals, plants, weather, mechanics, and the various scientific principles in everyday use.

**Five in the Family**

By Baruch and others. Scott. The third-grade book of the Health and Personal Development Program. By reading the experiences

of three children, the pupils learn about health, safety, and personal-ity.

**Our World of Science**

By Craig and others. Ginn. Eight books for grades I-VIII.

**Science for Everyday Use**

By Smith and Vance. \$2.20. Lippincott.

A textbook in general science for grades 8 or 9. Complete activity and testing programs.

**My First Seatwork**

By Gates and Bartlett. 40 cents. Macmillan.

A new book of constructive activities, resulting in toys or articles that the children can use.

**Science in Modern Life Series**

By Smith and Trafton. Lippincott. Three books for grades 7, 8, and 9.

**Adventuring in Science (New Ed.)**

By Powers and others. Ginn.

## SOCIAL STUDIES

**The American Continents**

By Barrows and Parker. \$2. Silver.

Book 2 of *Man in His World*, a unified course in elementary geography, treating the earth as the home of man. Includes the geographic elements in the history of the U. S. Profusely illustrated; many colored pictures and maps. Study helps. For fifth grade.

**Children of the U. S. A.**

Compiled by Marion B. Cook. Three books: *Stories from the East and North*, *Stories from the South*, and *Stories from the West*, each \$1.40. Silver.

Stories of children in every state of the U. S. A., by authors who have lived in the areas. The first book of the series was reviewed in THE CATHOLIC SCHOOL JOURNAL in February, 1946.

**Living in Our Communities**

By Krug and Quillen. \$2.64. Scott.

Civics for young citizens. Tells the pupil how his community meets his needs and what are his responsibilities, here and now.

**Far and Near**

A revised geography workbook in home geography for third grade. 32 cents. Webster.

**Our Land and Our People**

By Ames, Ames, and Staples. \$2.24. Webster.

A revised textbook for seventh and eighth grades.

**Our Big World****The American Continents**

By Barrows and others. Silver. These are fourth- and fifth-grade books in the new series of elementary geography "Man and His World." They offer an especially efficient study in understanding the language of maps. There are 25 globe photographs—19 in color.

**Nations Overseas**

By Atwood-Thomas. Ginn. A new addition to the middle-

grades section of the Atwood-Thomas series of geographies. Presents a realistic picture of the Eastern Hemisphere and stresses the interdependence of peoples.

**Beginner's American History**

By D. H. Montgomery. \$1.12. Ginn.

The second revised edition. For basal use in grades 4 and 5, or reading by older pupils. The history of our country through the stories of 34 outstanding characters.

**World Geography**

By Thurston and Faigle. Iroquois. A new, enlarged edition. For grades 7, 8, or 9.

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By Southworth and Southworth. Iroquois.

From 1492 to beginning of the Truman administration. For grades 7 or 8. Topically arranged. Profusely illustrated.

## ARITHMETIC

**Number Book for Young America**

By Clark and others. World. First Book, 36 cents; second, 44 cents; third, 60 cents.

A sound program for primary grades. Drill in meanings, relationships, and facts. The Third Book is a complete textbook and workbook, fully illustrated.

**Workbooks in Arithmetic**

By Clark and others. 56 cents. World.

A new series for grades 3-6. To supplement textbook or class instruction. Grades 3-5, each 52 cents; grade 6, 56 cents.

**Study Arithmetics**

By Knight, Studebaker, and Tate. \$1.16 and \$1.20. Scott.

These are books 7 and 8. They are based upon the home needs for mathematics.

**Number Readiness Chart**

By Riess and Hartung. \$6. Scott. A pictorial device for first semester of first grade to develop accurate ideas about numbers and quantity.

**Making Sure of Arithmetic**

By Morton and others. Silver. A new elementary arithmetic program, providing scientifically for relearning of basic ideas studied in earlier grades. It is based on four facts: (1) that arithmetic is difficult for many pupils; (2) that children forget what they have learned; (3) that children grow in their ability to understand ideas and relationships; (4) that failure to succeed in arithmetic is a frequent cause of serious and general maladjustment.

## ELEMENTARY LIBRARY

**The New Compton's Pictured Encyclopedia**

This is a postwar edition. One of the many features is a new type of political relief maps of the important areas of the world. There is a watershed map of the U. S. in colors. There are double page state political maps, indexed on the reverse side.

**Tortilla Girl**

By May F. McElravy. Illus. by Laura Bannon. \$1.25. Whitman. Story of a Mexican girl in New Mexico who gets the dog with the longest hair. Primary grades.

**Through the Looking Glass**

By Lewis Carroll. Illus. by John Tenniel. \$1.25. Whittlesey. A beautiful new edition with illustrations in color.

**Yank in France**

By Mark Bartman. Illus. by Diana Thorne. \$1.25. Whitman. Sergeant Fred and his dog Sgt. Yank.

**Flicka, Ricka, Dicka, and a Little Dog**

By Maj. Lindman. Illus. by the author. \$1. Whitman. A good story for preschool and grades 1 and 2.

**The Little River of Gold**

By Lucia Patton. Illus. by the author. \$1. Whitman.

Johnny and Judy of Denver ride their donkeys to find a pot of gold. They find Uncle Tom who helps them get real gold. Excellent story for young readers.

**Everybody Eats**

By Mary M. Green. Illus. by Edward Glannon. \$1. Wm. R. Scott. A first picture book by a nursery school teacher.

**This Is the Way the Animals Walk**

By Louise Woodcock. Illus. by Ida Binney. \$1. Wm. R. Scott. Easy-to-read material for beginners.

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By Irma S. Black. Illus. by Nicholas Takis. \$1.25. Wm. R. Scott. How Barbara went to the store on her fifth birthday. For ages 4-7. A good book for supplementary reading.

**Who Blew That Whistle?**

By Leone Adelson. Illus. by Oscar Fabres. \$1.25. Wm. R. Scott. Interesting story for young children, showing why a traffic cop is necessary.

**Peter and Nancy in Europe**

By Mildred H. Comfort. \$1.40. Beckley. An interesting geographical story for grades 5-7.

**The Ocean Book**

By John Y. Beaty. \$1.35. Beckley. All about the sea and its living creatures in story form for grades 5-8.

**The Big Brewster Family**

By Jannette M. Lucas. Illus. \$2. Lippincott. The Plymouth Colony in 1623.

**The Great White Buffalo**

By Harold McCracken. Illus. \$2.50. Lippincott. A Sioux Indian boy and his white buffalo calf.

**Jeremy Pepper**

By Frances Rogers and Alice Beard. Illus. \$2. Lippincott. A story of early American glass blowing.

**Stories About St. Francis**

By Eusebius Arundel, O.F.M.  
\$1.25. St. Anthony.  
Stories retold from the *Little Flowers*, in simple words. Illus. by Robb Beebe.

**Poems for God's Child**

By E. S. Illus. by Robb Beebe.  
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Children's poems on God, the sacraments, our Lord, and the Mass.

**Christmas Stocking**

By Dorothy W. Baruch and Lucienne Bloch. 50 cents. Wm. R. Scott.  
Picture story for the very young.

**Understanding the Latin Americans**

By Farthing and Phillips. \$1.80. Lyons.  
Supplementary reading for grades 7-8.

**Madeline Takes Command**

By Ethel C. Brill. Illus. \$2. Whittlesey.  
A 14-year-old girl holds the fort against the Mohawks. Grades 6-9. A good story for girls.

**Star Mountain and Other Legends of Mexico**

By Camilla Campbell. Illus. by Ena McKinney. \$2.50. Whittlesey.  
Legends and stories of ancient Mexico. A book selected by the Catholic Children's Book Club. Ages 11-13.

**Sun, Moon, and Stars**

By Wm. T. Skilling and Robt. S. Richardson. \$2.50. Whittlesey.  
A new elementary astronomy, well received by reviewers.

**Mountain Pony**

By Henry Larom. \$2. Whittlesey.  
A Wyoming adventure story. Ages 12-16.

**Your Craft Book**

By Newkirk and Zutter. Illus. \$4. International.

This book of 224 octavo pages, with large drawings of projects and tools will be issued in Jan., 1947. The projects, involving handwork only, include valentines, cards, toys of many varieties, weaving, knitting, clay work, woodwork, and many others.

**Adventure in Tunisia**

By Dahriss Martin. Illus. by Flora



*Catholic Book Week, 1946, at Cardome Visitation Academy, Georgetown, Ky.*

De Muth. \$2. Messner.

Story of a boy and a girl which acquaints the reader with Tunisia. A Junior Literary Guild selection. Ages 8-10.

**More Silver Pennies**

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Charming poems for grades 4-7.

**The Man Who Never Died**

By Rev. Gerald T. Brennan. \$1.50. Bruce.  
The life of St. Peter for young folk.

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Stories for young people of the virtues illustrated in the lives of normal Catholic boys and girls.

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By Sister Margaret Patrice, S.S.J. \$2. Bruce.  
Lives of 10 women saints.

**A Candle Burns for France**

By Blanche J. Thompson. \$1.75. Bruce.  
A little French girl learns about the great French saints.

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An anthology of poetry for children. Carefully selected and beautifully illustrated.

or authors without a general editor. The series follows a middle ground in regard to the amount of grammar presented. It stimulates ideas for composition. It fosters forcible and effective expression. It relates reading to writing. It provides models within the comprehension of the students.

**The Technique of the Picture Story**

By Mich and Eberman. \$3.50. McGraw.  
For classes in journalism.

**Handbook of English (2nd ed.)**

By Stratton. \$3. McGraw.

**Learning to Write**

By Reed Smith. \$1.80. Heath.  
For grades 11 and 12.

**Woolley's New Handbook of Composition**

Rev. and enlarged by F. W. Scott. \$1.32. Heath.  
A standard reference with simple rules and exercises.

**Ease in Speech (Rev.)**

By Margaret Painter. \$2. Heath.  
A course in speech based on everyday life.

**Handbook for High School Journalism**

By Savidge and Horn. \$1.60. Heath.  
A revised and enlarged edition.

**Cebco Classics**

These are abridgments of originals, simplified for high school students. Pub. by Coll. Ent.

Titles which might be used in Catholic schools, available now or soon are: *In Sunshine and Shadow* (stories from Poe), *Pride and Prejudice*, *Oliver Twist*, *Jane Eyre*, *A Tale of Two Cities*, and *Silas Marner*.

**Heath Golden Key Series**

Pub. by Heath.  
A series of English classics edited for study in high schools. The editors supply background material. Some texts are abridged or modified.

**American Speech**

By Hedde and Brigance. \$1.96. Lippincott.

The 1946 ed. of a practical course for high school.

**LANGUAGES****New French Review Grammar and Composition Book**

By Bovée and Carnahan. \$1.60. Heath.  
Drill on everyday French speech, etc.

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**Modern French Course (Rev.)**

By Dondo. \$1.88. Heath.

**Revised Elementary French, Grammar, French Composition, and Reference Grammar**

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**Parlez-vous français? A First Book in French**

By Heubener and Neuschatz. \$1.80. Heath.

**French Conversation: Elementary, Intermediate, and Advanced**

By Kany and Dondo. Heath.  
Published in three books in cloth or paper.

**Spoken French for Students and Travelers**

By Kany and Dondo. \$1.28. Heath.

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**Primer curso de español Segundo curso de español**

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**Short Spanish Review Grammar and Composition Book**

By Seymour and Carnahan. \$1.40. Heath.

**Alternate Spanish Review Grammar and Composition Book (Rev.)**

By Seymour and others. \$1.40. Heath.

**Repasemos, A Spanish Review Grammar and Elementary Composition Book**

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**Careers in Home Economics**

By Florence L. Harris. 48 cents. Heath.

**The ABC of Embroidery Stitches**

By Miriam Rodier. 10 cents. ABC Publishing Co., 336 W. 71 St., New York 23, N. Y.

**Building or Buying a House**

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By Roger W. Babson. \$1.35. Lippincott.

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**China, Yesterday and Today**

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**These Americas**

By Samuel A. Johnson. \$1.80. Webster.

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**The American Story**

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By Wm. A. Hamm. Heath.

A new book for grades 11 and 12. There are also a supplement (1939-45) and an activities notebook.

**History of the United States**

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For grades 11 and 12. Organized around the buying and selling of goods and services.

**Latin America Within Courses in U. S. History**

By Perrigo and others. 50 cents. Graduate School of Education, Harvard University, Cambridge 38, Mass.

The traditional history of the U. S. begins with the discovery of America and more than a century of Latin-American history. This study points the way to correlation of the remainder of the history of North, Central, and South America.

**The Management of Your Government**

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By L. J. O'Rourke. \$2.12. Heath. Civics for Grade 9. Based on research in teaching civics.

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By Edmonson and others. \$1.88. Macmillan.

Five parts: Your relations with others; working together as citizens; the machinery of government; how we satisfy our needs; looking ahead.



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By Rawlins and Struble. Heath.  
A new book stressing functional chemistry. Nine units and 36 problems. Classroom tested. Abundant illustrations, provision for individual differences, review questions.

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**Gregg Typing for Colleges**

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By Crabbe and Salsgiver. South-Western.  
A simple course in general knowledge of business for personal and professional use.

**The Consumer's Economic Life**

By Graham and Jones. \$1.92. South-Western.  
A new book for high school.



Posters Made by Pupils of Holy Spirit School, Asbury Park, N.J., for Catholic Book Week, 1946. Submitted for publication by James Clayton, president of the Beaver Chief Reading Club.

**Heard in Congress**

By Louis A. Leslie. Gregg.  
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**Principles and Techniques for Directing the Learning of Typewriting (Second Ed.)**

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**Essential Vocational Mathematics**

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To direct the work experience in a school and industry co-operative program.

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**Basic Shorthand Dictation**

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A basal textbook. There are a Pitman edition and a Gregg edition.

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A new translation by Ronald Knox. Pub. by Sheed.

**Saint Among Savages**

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A new printing of the story of the Jesuit Martyrs of North America.

**Racial Myths**

By Mary Ellen O'Hanlon, O.P.

25 cents. Rosary College, River Forest, Ill.

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A graphic account of the war in Manila. A selection of the Catholic Book Club.

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The eighth edition of a popular book.

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By Chas. C. Norris. Illus. \$5. Lippincott.

A sportsman tells of birds, dogs, guns, and hunting from Labrador to the Gulf of Mexico.

**The Job That Fits You and How to Get It**

By John and Enid Wells. \$3.75. Prentice.

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**A Song of Bedlam Inn and Other Poems**

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An outline of dogmatic theology for laymen. Brief, reliable statements in comprehensible English.

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By Rev. Fernand Mourret, S.S. Tr. by Rev. Newton Thompson, S.T.D. Vol. VI, *Period of the Ancient Regime*, is the latest of the series. Others are Vol. I, *Period of Early Expansion*; Vol. II, *Period of the Church Fathers*; Vol. III, *Period of the Early Middle Ages*; Vol. IV, *Period of the Later Middle Ages*; Vol. V, *Period of the Renaissance and Reformation*. The price is \$4 for each volume. Herder.

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How the secret service men of the Treasury Department track counterfeiters and other criminals.

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By Courtenay Savage. \$2. Bruce. The story of St. Christopher.

**The Sacred Scimitar**

By Mabel Farnum. \$2.50. Bruce. Life of Blessed John de Brito, S.J., priest and martyr of India.

**We Saw South America**

By Sister M. Frederick Lochemes, O.S.F. \$3. Bruce.

Two Sisters describe their tour of South America and the educational and social institutions which they visited.

**Royal Banners Fly**

By Anna Kuhn. \$2. Bruce. Biographies of Pope Pius XII, Knute Rockne, Father Flanagan, Father Damien, Commander John Shea, Joyce Kilmer, G. K. Chesterton, and Louis Pasteur.

**Hunters of Souls**

By Sister M. Jean Dorcy, O.P. \$2. Bruce. Biography of 10 Dominican saints and blessed.

**Keeper of the Keys**

By Thos. McDermott. \$2.50. Bruce.

A biography of Pope Pius XII.

**A Bedside Book of Saints**

By Aloysius Roche. \$1.75. Bruce.

**After Hitler Stalin?**

By Robt. Ingram. \$3. Bruce. Stalin as the successor to Hitler.

**Straight From the Shoulder**

By Rev. Thomas Hosty. \$1.50. Bruce.

Advice to youth.

**The Challenge of World**

Communism  
By Hamilton Fish. \$2.50. Bruce.

**The Light of Stars**

By Evelyn Voss Wise. \$2.50. Bruce.

The story of a young priest assigned to the slums from which he had hoped to escape.

**Roses for Mexico**

By Ethel C. Eliot. \$1.75. Macmillan.

The story of Our Lady of Guadalupe.

**The Great Friend**

By Albert P. Schimberg. \$2.50. Bruce.

Biography of Frederick Ozanam, founder of the Society of St. Vincent de Paul.

**Hunan Harvest**

By Rev. Theophane Maguire, C.P. \$2.50. Bruce.

Missionary life in China.

**Truth Men Live By**

By Rev. John A. O'Brien. \$2.75. Macmillan.

Clear presentation of the basic truths of religion—existence of God, immortality of the soul, freedom of the will, etc.

**The Lance of Longinus**

By Prince Hubertus zu Loewenstein. \$2. Macmillan.

A novel based on the trial and crucifixion of Christ. Longinus, the centurion, is converted.

**St. Paul, Apostle and Martyr**

By Inino Giordani. Tr. from Italian by Mother M. Paula Williamson and Mother Clelia Maranzana. \$2.50. Macmillan.

**Applied Mathematics for Radio and Communication**

By Smith. \$3.50. McGraw.

**Industrial Algebra and Trigonometry**

By Wolfe and others. \$2.40. McGraw.

**Demonstrations and Laboratory Experiences in the Science of Aeronautics**

By Civil Aeronautics Administration. \$2.20. McGraw.

**Sun, Moon, and Stars**

By Skilling and Richardson. \$2.50. McGraw.

Astronomy for beginners.

**Everyday Automobile Repairs**

By Crouse. \$3. McGraw.

**Heating and Air Conditioning (Sixth ed.)**

By Allen and others. \$5.50. McGraw.

**Woodworking Projects for Industrial Arts Students**

By Baysinger and Schaal. \$1.40. McGraw.

**Visualized Projects in Woodworking**

By Sowers. \$1.60. McGraw.

**Shopwork on the Farm**

By Jones. \$2.40. McGraw.

## TEACHERS' LIBRARY

**Wisdom for Welfare**

By Sister M. Dolorita, S.S.N.D. \$2. Bruce.

The "wisdom" is the plea for faith by the modern world. The work, in the form of poetry, shows how women and "the Woman" can lead us to sanity.

**The Voice of the Priest**

By Msgr. Edward Leen. \$3. Sheed.

**Speaking of Cardinals**

By Thomas B. Morgan. \$3. Putnam.

An expert reporter's story of the princes of the Church. A selection of the Thomas More Book Club.

**Spotlight on Labor Unions**

By Rev. Wm. J. Smith, S.J. \$2.50. Duell.

Written in everyday language by a friend of labor. A selection of the Thomas More Book Club.

**The Roman Martyrology**

Tr. by Rev. Raphael Collins. Intro. by Rev. Joseph B. Collins, S.S. \$4. Newman.

The third Turin Edition, accord-

**Moving Ahead on Your Job**

By Calhoon. \$2.75. McGraw.

**Keys to a Fashion Career**

By Chambers. \$3. McGraw.

**Going Into Business for Yourself**

By Rost. \$3. McGraw.

**Occupational Life (Second ed.)**

By Teeter. 96 cents. McGraw.

**Building an Engineering Career**

By Williams. \$2.50. McGraw.

**Down River Lies the World**

By Marion Greene. \$2.50. Ryerson. A romance of the Ottawa Valley.

**Sir Frederick Banting**

By Lloyd Stevenson. \$6. Ryerson. Biography of the discoverer of insulin—a great personality.

**Quebec Through the Years**

By W. C. Woodley. \$2. Ryerson. The history of the Province of Quebec.

**We Keep a Light**

By E. M. Richardson. \$3.50. Ryerson.

Farm life on an island in Canada.

**The Northland: Ontario**

By O. T. G. Williamson. \$1.50. Ryerson.

Description of northern Ontario.

**Eskimo Summer**

By Douglas Leechman. \$2.50. Ryerson.

Summer life in the Arctic.

**The Lure of Montreal**

By W. P. Percival. \$3.50. Ryerson. History of the largest city of Canada.

**Canadian Art Series**

By various authors. Each \$1.25. Ryerson.

A series of books about Canadian artists.

ing to the original, complete with the proper eulogies of recent saints and offices.

**Extraordinary Life of Marie**

Louise Brault

By Louis Bouhier, S.S. Tr. and rev. by W. S. Reilly, S.S. \$3.50. Newman.

**Our Lady of Sorrows**

By Hilary Morris, O.S.M. \$1.75. Newman.

A book of meditations, presenting the history and background of the Seven Sorrows of Mary.

**Bertha Baumann**

Adapted by Rev. Winfrid Herbst, S.D.S. Pamphlet pub. by the Society of the Divine Savior, St. Nazianz, Wis.

This booklet "the little guardian angel of the Priests' Saturday Devotion" and the several booklets issued by the same publishers explain this popular devotion.

**The Mysteries of Christianity**

By Matthias J. Scheeben. Tr. by Cyril Vollert, S.J. \$7.50. Herder.

**Slow Dawning**

By Jane Howes. \$3. Herder.

A convert's progress from total unbelief to full acceptance of the Catholic faith.

**Are Catholic Schools Progressive?**

By Rev. Laurence J. O'Connell. \$1.75. Herder.

**Methods of Vocational Guidance**

By Gertrude Forrester. \$3. Heath.

**Challenge**

By Shields and Hill. 60 cents. Wilson.

A bibliography of biography, fiction, and other books dealing with self-help and guidance for the physically handicapped. This is No. 16 of the *Reading for Background Series*, a joint project of the A.L.A. and the Wilson Company.

**Doctoral Dissertations Accepted by American Universities**

List ed. by Arnold H. Trotter. \$1.50. Wilson.

This volume for 1945-46 lists 1708 titles, indexed by subjects, schools, etc.

**An Introduction to the Liturgical Year**

By His Eminence Cardinal Villeneuve. Tr. by Rev. J. A. O. Eisenzimmer. \$3. Pustet.

Makes clear many liturgical ceremonies and customs. Teachers may wish to put this book into the high school library.

**Aids to Will Training in Christian Education**

By Two Sisters of Notre Dame of Cleveland, Ohio. \$2.50. Pustet.

**Flying Schools**

The magazine *Flying* (185 North Wabash Ave., Chicago 1, Ill.) has reprinted from its October, 1946, issue, a chart showing the name, location, and list of subjects taught in flying schools in the U. S. Teachers may obtain a copy free while the supply lasts.

**Vocational Materials**

*Vocational Guide* is a monthly list (10 months a year) of publications, which will supply information about occupations. It is published by Science Research Associates, 228 South Wabash Ave., Chicago 4, Ill. The subscription price is \$4 per year. The same organization publishes *Vocational Trends* (Sept. through May), a magazine. \$3 per year.

**The Commission on American Citizenship**

Illustrated pamphlet pub. by The Catholic University of America, Washington 17, D. C.

**Three Worlds**

By N. S. Timasheff. \$2.75. Bruce. A Russian refugee, teaching at Fordham, examines the Liberal, Fascist, and Communist systems, and shows how Liberalism must change if it is to live in the western world.

**The Devout Life**

By Francis de Sales. Tr. and abridged by Alban White. \$2. Bruce.



**For All to Live By**

By Rev. Leo C. Sterck. \$2.75. Bruce.

Christ the Man in His reaction to incidents in life and His way of dealing with problems.

**Facing Your Social Situation**

By Rev. James F. Walsh, S.J. \$2.35. Bruce.

Mental reactions in social situations.

**Let's Talk It Over**

By Lt. Jerome P. Holland, Chaplain U.S.N.R. \$1.75. Bruce.

The Catholic and the non-Catholic mind compared.

**Speaking of Angels**

By Rev. David McAstocker, S.J. \$2.25. Bruce.

A good account of the part angels play in the lives of men and in the general scheme of salvation.

**How to Read Statistics**

By R. L. C. Butsch, Ph.D. \$2.50. Bruce.

**Teaching With Films**

By Fern and Robbins. \$2.25. Bruce.

Tells when and how to use films and how to care for films and equipment.

**Sunday Morning Storyland**

By Rev. Wilfrid T. Diamond. \$1.75. Bruce.

Contains 51 sermons for children. A text from the Gospel explained or illustrated with a story.

**God Is Its Founder**

By Rev. Bakewell Morrison, S.J. \$2.25. Bruce.

Religious and psychological background necessary for a successful marriage. For college students.

**The Standard Catalog**

The Children's Catalog with Catholic supplement will be published in the fall of 1947. Purchase includes the main catalog with Catholic list of children's books bound in and annual supplements through 1950 each with additional Catholic lists. Sold on service basis of charge dependent upon enrollment. Wilson.

**The Standard Catalog**

The Standard Catalog for High School Libraries with Catholic supplement will be published in the fall of 1947. Purchase includes the main catalog with Catholic list bound in and four years' annual supplement service following publication each with additional Catholic lists. Sold on service basis of charge dependent upon high school enrollment. Wilson.

**Flight of the Swan**

By Margaret A. Hubbard. \$3. Bruce.

Fictionalized biography of Hans Christian Andersen.

**Successful Teaching**

By Mursell. \$3. McGraw.

**Problems in the Improvement of Reading**

By McCullough and others. \$3.50. McGraw.

**Home-Room Guidance**

(Second ed.)

By McKown. \$3.75. McGraw.

**This Is My Story**

By Louis F. Budenz. \$3. Whittlesey.

The experiences with the Communist Party. Announced for publication in February.

**Job Placement of the Physically Handicapped**

By Bridges. \$3.50. McGraw.

**Guidance Practices at Work**

By Erickson and Happ. \$3.25. McGraw.

**The Development of Mathematics**

(Second ed.)

By Bell. \$5. McGraw.

**Principles of School Administration**

By Mort. \$3.50. McGraw.

**Dictionary of Education**

By Good. \$4.50. McGraw.

**Marriage and the Family**

By Rev. Edgar Schmiedeler, O.S.B. \$1.80. McGraw.

Continental Press, Harrisburg, Pa.  
Coward-McCann, Inc., 2 West 45 St., New York 19, N. Y.

Declan—Declan X. McMullen Co., 225 Broadway, New York 7, N. Y.

Ditto, Inc., 2249 W. Harrison St., Chicago 12, Ill.

Dodd, Mead & Co., Inc., 432 Fourth Ave., New York 16, N. Y.

Duell—Duell, Sloan & Pearce, Inc., 270 Madison Ave., New York 16, N. Y.

Encyclopaedia Britannica, Inc., 20 N. Wacker Dr., Chicago 5, Ill.

Garden City Publishing Co., Inc., 75 Franklin Ave., Garden City, N. Y.

Ginn—Ginn & Co., Statler Bldg., Park Square, Boston 17, Mass.

Gregg—Gregg Publishing Co., 270 Madison Ave., New York 16, N. Y.

Grolier Society, Inc., 2 W. 45 St., New York 19, N. Y.

Harcourt—Harcourt, Brace & Co., Inc., 383 Madison Ave., New York 17, N. Y.

Harper—Harper & Bros., 49 E. 33 St., New York 16, N. Y.

Heath—D. C. Heath & Co., 285 Columbus Ave., Boston 16, Mass.

Herder—B. Herder Book Co., 17 S. Broadway, St. Louis 2, Mo.

Houghton Mifflin Co., 2 Park St., Boston 7, Mass.

International—International Textbook Co., 1001 Wyoming Ave., Scranton 9, Pa.

Iroquois—Iroquois Publishing Co., Inc., Chimes Tower Bldg., Syracuse 2, N. Y.

P. J. Kenedy & Sons, 12 Barclay St., New York 8, N. Y.

Laidlaw Brothers, Inc., 328 S. Jefferson St., Chicago 6, Ill.

Lippincott—J. B. Lippincott Co., 227-231 S. 6 St., Philadelphia 5, Pa.

Little, Brown & Co., 34 Beacon St., Boston 6, Mass.

Longmans, Green & Co., Inc., 55 Fifth Ave., New York 3, N. Y.

Long's College Book Co., 1836 N. High St., Columbus 1, Ohio

Loyola University Press, 3441 N. Ashland Ave., Chicago 13, Ill.

Lyons—Lyons & Carnahan, 2500 Prairie Ave., Chicago 16, Ill.

Macmillan—The Macmillan Co., 60 Fifth Ave., New York 11, N. Y.

McCormick—McCormick-Mathers Publishing Co., 1501 E. Douglas Ave., Wichita, Kansas

McGraw—McGraw-Hill Book Co., Inc., 330 W. 42 St., New York 18, N. Y.

McKnight—McKnight and McKnight, 109 W. Market St., Bloomington, Ill.

Mentzer, Bush & Co., 2210 S. Park Way, Chicago 16, Ill.

G. & C. Merriam Co., 10 Broadway, Springfield 2, Mass.

Charles E. Merrill Co., 373 Fourth Ave., New York 16, N. Y.

Messner—Julian Messner, Inc., 8 W. 40 St., New York 18, N. Y.

Morrow & Co., Inc., William, 425-4th Ave., New York 16, N. Y.

Newman—The Newman Bookshop, Box 150, Westminster, Md.

Oxford Book Co., Inc., 222 Fourth Ave., New York 3, N. Y.

Geo. A. Pflaum Co., 124 E. 3rd St., Dayton 2, Ohio

Plymouth Press, 2921 W. 63 St., Chicago 29, Ill.

Pocket Book Inc., 18 W. 48 St., New York 19, N. Y.

Prentice—Prentice Hall, Inc., 70 Fifth Ave., New York 11, N. Y.

Pustet—Frederick Pustet Co., Inc., 436 Main St., Cincinnati 1, Ohio

Putnam's—G. P. Putnam's Sons, 2-6 W. 45 St., New York 19, N. Y.

Ryerson—Ryerson Press, 299 Queen St., W., Toronto, Ont., Can.

Wm. H. Sadlier Co., 11 Park Place, New York 7, N. Y.

St. Anthony—St. Anthony Guild Press, 389 Main St., Paterson 3, N. J.

William R. Scott—William R. Scott, Inc., 72 Fifth Ave., New York 11, N. Y.

Scott—Scott, Foresman & Co., 611 S. Wabash Ave., Chicago 5, Ill.

Sheed—Sheed & Ward, Inc., 61 Fifth Ave., New York 3, N. Y.

The Sign Press, Monastery Place, Union City, N. J.

Silver—Silver, Burdett Co., 45 E. 17 St., New York 3, N. Y.

South-Western—South-Western Publishing Co., 201 W. 4 St., Cincinnati 2, Ohio

Van Nostrand—D. Van Nostrand Co., Inc., 250-4th Ave., New York 3, N. Y.

Viking Press, Inc., 18 E. 48 St., New York 17, N. Y.

Warp Publishing Co., Minden, Nebraska

Webster—Webster Publishing Co., 1808 Washington Ave., St. Louis 3, Mo.

Whitman—Albert Whitman & Co., 560 W. Lake St., Chicago 6, Ill.

Whittlesey—Whittlesey House, 33 W. 42nd St., New York 18, N. Y.

Wilson—H. W. Wilson Co., 98 University Ave., New York 5, N. Y.

World—World Book Co., 313 Park Hill Ave., Yonkers 5, N. Y.

## LIST OF PUBLISHERS

Here is a list of the publishers of the books just classified, and the publishers of the recent books of science described by Dr. Fenton.

*Italics* indicate the abbreviation used to designate the publisher in the preceding list of books.

**Boldface** type indicates that the publisher has an advertisement in this issue of THE CATHOLIC SCHOOL JOURNAL. See Index to Advertisers on page 75A.

**Allyn and Bacon**, 50 Beacon St., Boston 8, Mass.

**American Book Co.**, 88 Lexington Ave., New York 16, N. Y.

**D. Appleton-Century Co., Inc.**, 35 W. 32 St., New York 1, N. Y.

**Ave Maria Press**, Notre Dame, Indiana

**Beckley—Beckley-Cardy Co.**, 1632 Indiana Ave., Chicago 16, Ill.

**Benziger—Benziger Brothers**, 12-14 W. 3 St., New York 7, N. Y.

**Bruce—The Bruce Publishing Co.**, 540 N. Milwaukee St., Milwaukee 1, Wis.

**California Test Bureau**, 5916 Hollywood Blvd., Los Angeles 28, Calif.

**Catechetical Guild**, 128 E. Tenth St., St. Paul 1, Minn.

**Catholic Digest**, 41 E. 8 St., St. Paul 2, Minn.

**Coll. Ent.—College Entrance Book Co.**, 104 Fifth Ave., New York 11, N. Y.

**Compton—F. E. Compton & Co., Inc.**, 1000 N. Dearborn St., Chicago 10, Ill.

**Beckley—Beckley-Cardy Co.**, 1632 Indiana Ave., Chicago 16, Ill.

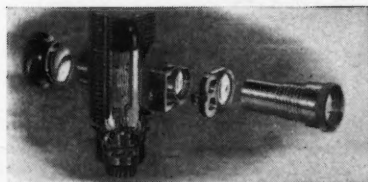


## For 16mm Sound Movies at Their Finest

# FILMOSOUND



### Finest Pictures!

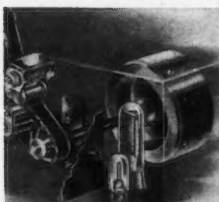


Filmosound's steady, powerful, 1,000-watt illumination gives you a longer "throw" and brighter, sharper screen pictures. All Bell & Howell lamps are pre-aligned at the factory—lamps can be changed instantly—no adjustments are necessary. Exclusive Magnilite condenser matches optical system to different-length lenses, increasing light transmission. Coated lens greatly increases brilliance. And there is no flicker!

See your dealer, or write  
Bell & Howell Company,  
7188 McCormick Road,  
Chicago 45... Branches in  
New York, Hollywood,  
Washington, D.C., London.

Be sure to visit Bell & Howell booths Nos. G-21 & G-23 at the national convention of the National Association of School Administrators, Atlantic City, March 1 to 6.

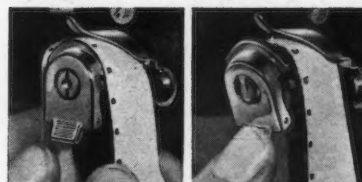
### Finest Sound!



Filmosound's exclusive Oscillatory Stabilizer insures unvarying film speed, eliminates all sound "flutter." Sound is natural and undistorted at all volume levels. No background interference. No noisy radio interference. Full-range tone control; silent, stepless volume control. Full base response with the improved Filmosound speaker.

1907-1947... Forty Years of Leadership

### Easy, Safe Operation!



Filmosound's exclusive Safe-lock sprockets actually prevent incorrect film threading! And once correctly seated, the film cannot come off. One-hand tilt—just the turn of a knob—quickly adjusts Filmosound to the proper angle. All controls, clearly marked, are grouped together on one side. Their tips, luminous in the dark, can be instantly located. Anyone can learn quickly the simple operating procedure!

Precision Made by

## Bell & Howell

Since 1907 the Largest Manufacturer of Professional Motion Picture Equipment for Hollywood and the World

# Audio-Visual Aids: A Cooperative Service

## Evaluations of Audio-Visual Aids

*George E. Vander Beke, Ph.D., Compiler \**

THE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATHOLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the *P* (poor) rating will be subject to review by the compiler of these evaluations.

### X. Winged Scourge

16mm. sound, 10 minutes. Office of Inter-American Affairs, 444 Madison Ave., New York 22, N. Y. Rental 50 cents. Colored.

**Contents.** The development of the mosquito from the larva to the full mosquito, at which time it becomes a menace. Demonstration by the Seven Dwarfs of the various methods of mosquito control.

**Appraisal.** A fine Walt Disney film. Will appeal to children above fifth grade. Shows dangers of malaria.

**Utilization.** For health, physiology, science classes. Also adult groups.

### X. Three Little Bruins in the Woods

16mm. sound, 11 minutes. Bell and Howell, 1801-15 Larchmont Ave., Chicago 13, Ill. Sale \$17.50. Rental \$1.25. Black and white.

**Contents.** Concealed cameras steal amazing, intimate action shots of three baby bears and many timorous creatures of their world.

**Appraisal.** A fine film for all ages.

**Utilization.** Can well be used in the primary grades as a preparation for reading. In natural science classes the children in the intermediate grades will enjoy this movie.

### X. Down Where the North Begins

16mm. sound, 22 minutes. Office of Inter-American Affairs, 444 Madison Ave., New York 22, N. Y. Rental 50 cents. Black and white.

**Contents.** Beauty of Ecuador, its farms, industries, cities and customs.

**Appraisal.** A good film well suited to its purpose.

**Utilization.** For social studies and geography classes. Will bring to life the subject matter studied in the text. A good basis for the discussion of religious facts in South America which are not brought out in the film.

### G. Colombia: Crossroads of the Americas

16mm. sound, 27 minutes. Office of Inter-American Affairs, 444 Madison Ave., New York 22, N. Y. Rental 50 cents. Black and white.

**Contents.** Colombia from a geographical, social, and economical viewpoint. The home of one of Bogota's foremost families; a garden party attended by notables. The industries of the country: oil, coffee, and minerals.

**Appraisal.** The material shown describes only one phase of the country. The poor people are missing from this film.

**Utilization.** For social studies and geography classes. Will need supplementary discussions to get a true picture of Colombia.

### G. Chemistry and Physics

2 by 2-in. slides and 35mm. film strips. Hubert N. Alyea, Frick Chemical Laboratory, Princeton, N. J. \$5 per film strip. 400 slides.

**Contents.** A promising nucleus for high school and college classes in chemistry and physics.

**Appraisal.** A very good supplementary device. Most are appropriate for their purpose; some are too difficult for high school. If possible, buy on a trial basis and keep only suitable slides.

**Utilization.** These materials contribute to better understanding of subject matter. Most of the slides illustrate material that does not change.

### G. Vision for Defense

16mm. sound, 14 minutes. Better Vision Institute. Rental \$1. Black and white.

**Contents.** Proper eye care and eyesight conservation. Glass and lense manufacture; spectacle making; styles in glasses.

**Appraisal.** Slanted toward war activities.

**Utilization.** For junior high school biology classes. If good vision was needed during the war, it is also needed now. Will supplement class text.

### X. The Living Cell

16mm. silent, 15 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$24. Rental 75 cents. Black and white.

**Contents.** Division and growth of single-celled organisms: yeast, amoeba, paramecium; many-celled organisms: hydra and flatworm; tissue cells.

**Appraisal.** A good silent film.

**Utilization.** For general science and biology classes.

### X. Leaves

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Shows the relation of leaves to roots, stems, and flowers of plants. Describes the process of photosynthesis and provides cross-section views of tree trunks and leaves. Animated drawings, photomicrography, and time-lapse photography, clarify many interesting phenomena.

**Appraisal.** An excellent film for biology classes.

**Utilization.** For general science in high school.

### X. Posture and Exercise

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Explains muscle activity and the physiology of exercise, including the relation of the nervous system to the skeletal muscles; motor units of work; muscle tonus in relation to posture; development of endurance and peripheral circulation.

**Appraisal.** Gives a fine description of complicated bodily processes.

**Utilization.** For science classes in high school and college. Also for educational psychology classes, physical education courses, hygiene and health groups.

### X. Roots of Plants

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Provides examples of tap, fasciated, and fibrous roots. Treats their structure and function with animated drawings, photomicrography, normal, and time-lapse photography. Sensitivity of rootcaps, osmosis, and the formation of starch and sugar are depicted.

**Appraisal.** A fine example of how various

photographic techniques should be applied in a science movie. Such films are real helps to the students.

**Utilization.** To be used like any other visual aid in correlation with class presentation. In biology this would mean planning of the lecture, the laboratory, and the film showing. A great increase in pupil knowledge will result over other instructional procedures under this system.

### X. Care of the Feet

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Presents in accurate detail the structural elements of the foot as a weight supporting mechanism. Shows how walking is accomplished; points out major foot ailments and suggests remedies. The X-ray in diagnosis and treatment is depicted and instructions are given for the proper fitting of shoes.

**Appraisal.** A well-planned film.

**Utilization.** For high school and college groups. Also for parents who buy the shoes for their children. Too many individuals wear the wrong footwear and should see this film.

### G. Fungus Plants

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Demonstrates the growth and reproduction of mushrooms and other fungi. Close-up and time-lapse photography, animated drawings and photomicrography trace rapid growths including hyphae and rhizomorph formations. Details of structure are given special consideration.

**Appraisal.** A supplemental educational device on plant life.

**Utilization.** For elementary science, general science, biology, health, hygiene, agriculture, and industrial arts classes.

### X. The Skin

16mm. silent, 15 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$24. Rental 75 cents. Black and white.

**Contents.** The skin of various animals. The structure and method of growth of human skin. Explains the sensation of touch; the secretions of sweat; growth of hair and nails. Illustrates the proper care of the skin.

**Appraisal.** Well-planned film.

**Utilization.** For high school and college. For classes in home economics, nursing, biology, general science, and hygiene.

### X. Tiny Water Animals

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Photomicrography shows life processes of the amoebae and paramecia. Time-lapse scenes of the reproductive processes of the amoebae are provided. White human blood corpuscles are compared to amoebae.

**Appraisal.** A fine showing of primitive life.

**Utilization.** For groups in general science, biology, nursing, and hygiene.

### X. The Teeth

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Deals with care of teeth, based on a knowledge of what teeth are, how they are formed, and the specific elements of food and cleanliness most important for their development and maintenance. Animated drawings show the growth cycle of teeth from the embryonic stage through adulthood.

**Appraisal.** This is a valuable film for many purposes.

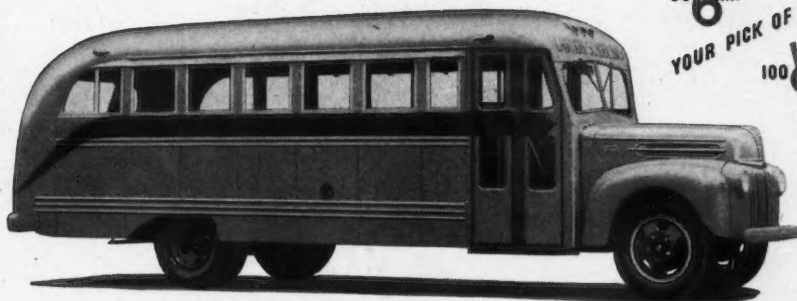
**Utilization.** For students in nursing, home economics, general science, biology, physical education classes. Also adult groups.

(Continued on page 30A)

\*Head of the Department of Education, Marquette University, Milwaukee, Wis.; Audio-Visual Aids Adviser to THE CATHOLIC SCHOOL JOURNAL.

## REGISTRATIONS SHOW IT—OPERATORS KNOW IT!

Engineered to National Education Association standards, the Ford School Bus chassis wins the approval of parents, teachers and taxpayers generally. Among the many body styles available is this 48-passenger unit by Wayne Works, Richmond, Indiana.



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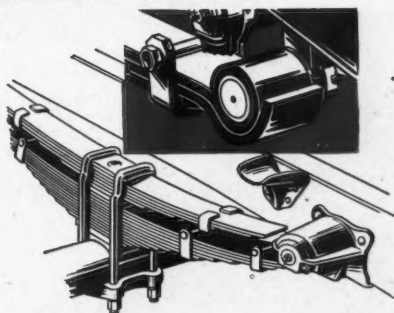


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## Audio-Visual Aids

(Continued from page 28A)

### X. Mechanisms of Breathing

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and White.

**Contents.** Animated drawings describe the nature of the breathing process including gaseous exchange in the lungs and body tissues. Nervous control of breathing. Factors affecting the rate and depth of breathing. Some pathological conditions are shown and artificial respiration is demonstrated.

**Appraisal.** An excellent movie.

**Utilization.** For hygiene, physical education,

biology, general science, lifesaving, aeronautics, and health classes.

### G. Foods and Nutrition

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and White.

**Contents.** Normal dietary requirements of carbohydrates, fats, proteins, minerals, vitamins, and water are presented by animated drawing and real photography. Photomicrography shows growth of culture tissue. Metabolism is discussed in some detail and treated pictorially.

**Appraisal.** A bit disconnected. Perhaps the film covers too much. Would be better to cover a smaller physiological phase.

**Utilization.** For senior high school and college.

To be used after a thorough study of the physiological processes involved. Should be followed with study of models to help fixate processes seen in the film. This is in addition to the usual classroom techniques used in the natural sciences.

### X. The Bear and Its Relatives

16mm. sound, 15 minutes. Coronet Instructional Films, Glenview, Ill. Sale \$67.50. Rental \$3. Black and white.

**Contents.** A close study of the private lives of the grizzly, the Kodiak, the polar bear, the American brown bear, the panda. A pair of six-week-old cubs making their first trip out of the den in which they were born.

**Appraisal.** An excellent teaching film with good sound and photography.

**Utilization.** For all grades. In primary work will provide reading readiness experiences. For language work. Will encourage reading of more animal stories.

### X. Joan Avoids a Cold

16mm. sound, 10 minutes. Coronet Instructional Films, Glenview, Ill. Sale \$75. Rental \$3. Colored.

**Contents.** The story of a boy who violated the rules of good health and caught a cold, and of a girl who followed the rules and didn't. Told in terms that a young child easily can grasp and retain. Co-operation of teachers, parents, and school health authorities is also stressed as a means of minimizing colds among school children.

**Appraisal.** A good film for the purpose. Photography not good in spots.

**Utilization.** In middle and upper grades. Also for adult groups. Teaches need of cleanliness.

### X. Development of Transportation

16mm. sound, 12 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Tells the story of the development of transportation in the United States. High lights the evolutionary steps which broke down trade barriers, and shows transportation devices in their role of permitting free intercourse between peoples of the world.

**Appraisal.** A good film.

**Utilization.** For grades three to nine. Should be supplemented with air age films. In American history, social studies, and language classes.

### X. Animals of the Zoo

16mm. sound, 12 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Depicts an array of wild animals in their respective zoo homes. All are observed during their feeding times, thus providing an opportunity to study their food and eating habits. Habitats and characteristics of each are described.

**Appraisal.** Good pupil reaction. Fine planning.

**Utilization.** For lower and middle grades. Shows how God has provided each animal with such a body as best suits its environment and how each is provided with peculiar means of procuring food. Will fit well with nature study projects.

### G. The Story of a Fall

35mm. slide film. 30 frames. Coronet Magazine Series, 919 N. Michigan Ave., Chicago, Ill. Sale \$12 for the year. Black and white.

**Contents.** The adult life of Abraham Lincoln prepared from a story in Coronet Magazine.

**Appraisal.** A helpful device enjoyed by pupils.

**Utilization.** To be used in junior and senior high school to demonstrate the characteristics of great men. For discussion groups in American history and social studies.

### X. Butterflies

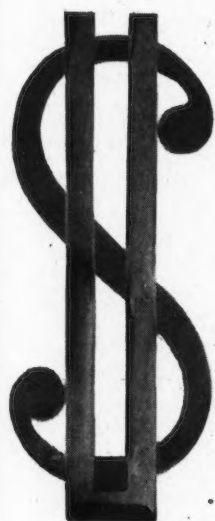
16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Presents the life histories of the swallow-tail and cabbage butterflies. Animated drawings, time-lapse, and close-up studies of

(Continued on page 32A)

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JOHN SEXTON & CO. 1947

## Audio-Visual Aids

(Continued from page 30A)

scribe developmental periods from the egg through the chrysalis stages.

**Appraisal.** An excellent illustration of complete metamorphosis.

**Utilization.** For high school and college. For groups in general science, biology, agriculture. Will supplement the study of specimen in the laboratory.

### X. The Mormon Cricket

16mm. sound, 20 minutes. U. S. Department of Agriculture, Motion Pictures Services, Washington, D. C. Service charge \$1. Black and white.

**Contents.** Life history, migration, and damage done by these pests. Control methods and results.

**Appraisal.** A good film.

**Utilization.** For high school and college. To be used with the study of insects. City pupils will be surprised to see actual damage caused by these crickets.

### X. Adventures of Bunny Rabbit

16mm. sound, Encyclopaedia Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental \$1.25. Black and white.

**Contents.** Bunny Rabbit confers with a frog, squirrel, and turtle while on his way to a farm to get some lettuce. There he meets some cows, chicks, puppies, and turkeys before he is captured by the farmer, escapes, and returns home.

**Appraisal.** The children love this film. They talk about it over and over. It vitalizes and clarifies their study. Good commentary.

**Utilization.** For kindergarten and primary grades. A fine prereading device because rabbits are generally liked by children. The other animals provoke comments.

### X. Congruent Figures

16mm. sound, 10 minutes. Knowledge Builders Classrooms Films, 625 Madison Ave., New York 22, N. Y. Rental \$1.50. Black and white.

**Contents.** A presentation of congruent figures in geometry.

**Appraisal.** A well-planned film. The commentary is slow and thorough.

**Utilization.** For 10th and 11th grades. Highly recommended for slow students who find it difficult to grasp the reasoning in geometry from the printed page. It is an aid to memory.

### X. Young Mr. Lincoln

16mm. sound, 90 minutes. Films, Incorporated, 330 W. 42nd St., New York 18, N. Y. Rental \$12.50 to \$22.50 depending upon enrollment. Black and white.

**Contents.** A 16mm. adaptation from the 20th Century-Fox production. The story of Abraham Lincoln portrayed by Henry Fonda.

**Appraisal.** An excellent film, liked by the students. The honesty of Mr. Lincoln is fine for young people.

**Utilization.** These films are used by the entire school at an assembly period. The junior and senior high school pupils should be prepared for this screening. The study guide prepared for this movie offers many suggestions to teachers of history, English, art, sociology, music, religion, and civics.

### G. Millions Call Him Father

16mm. sound, 40 minutes. Guardian Films, St. Paul, Minn. Rental \$3.50. Colored.

**Contents.** The work of the early Franciscans among the Aztecs in Mexico. These missionaries had many handicaps to overcome. The sufferings of the natives under the Spanish yoke and their treatment by the Spanish soldiers were tremendous obstacles to the work of the Padres.

**Appraisal.** The photography and the mechanics of this film are very poor. Many scenes are not properly exposed. The correlation of the commentator's voice with the action of the characters is not synchronized in many places. At one spot the music fades out entirely like a rundown record. The technique of presenting silent actors with a narrator's running comment causes a strain on the viewer.

**Utilization.** This movie is suitable for grades 6 to 12. We need these devices prepared under Catholic auspices. For classes in religion, history, geography, and social sciences.

### G. The Navajo Indian

16mm. sound, 10 minutes. Coronet Instructional Films, Glenview, Ill. Sale \$50. Rental \$3. Colored.

**Contents.** The daily life of the Navajo Indian. His agriculture, silverwork, and weaving of rugs. The carding and dyeing of the wool. The trip by the family to the trading post.

**Appraisal.** A good device to illustrate Indian life. The sound is blurred in spots. Well-lighted scenes but not properly exposed in some cases.

**Utilization.** For all grades. The children will enjoy it. Will make geography come to life. Can be used as background for oral and written composition work. Will supplement reading materials on the Indians. In social studies will be used to show the family as the center of society.

### X. The Nature of Color

16mm. sound, 10 minutes. Coronet Instructional Films, Glenview, Ill. Sale \$75. Rental \$3. Colored.

**Contents.** An explanation of the nature of color. An analysis of light rays and their synthesis into primary and complementary hues. How light is reflected and absorbed by objects.

**Appraisal.** Good photography and well prepared.

**Utilization.** For junior and senior high school. Classes in physics and general science can use this film to supplement laboratory work.

### X. Children of China

16mm. sound, 11 minutes. Encyclopaedia

(Concluded on page 34A)





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## Audio-Visual Aids

(Concluded from page 32A)

Britannica Films, 20 N. Wacker Dr., Chicago 6, Ill. Sale \$50. Rental 1.25. Black and white.

**Contents.** Reproduces episodes from the home, school, and play life of children in a village deep in the interior of China. Home and community customs reflect the influence of tradition on life. Chinese dialogue is reproduced and interpreted.

**Appraisal.** The prewar Chinese scene. A good aid in clarifying false ideas. Fair photography and voice.

**Utilization.** For intermediate and upper grades. The students in the geography, social sciences, and oral composition classes would find this good background material. Gives our pupils an understanding of children in other lands.

## X. The Hopi Indian

16mm. sound, 7 minutes. Coronet Instructional Films, Glenview, Ill. Sale \$75. Rental \$3. Colored.

**Contents.** We see the land of the Hopi, in the Grand Canyon of Arizona. A presentation of the crops grown by the men, the cooking done by the women, and finally a wedding ceremony completely performed. This is a secret rite and the film offers a rare opportunity to glimpse this ancient ceremony in a setting of authentic sound, accurate description, and colorful costumes.

**Appraisal.** Fair photography with blurred sound in spots. Interesting and instructive.

**Utilization.** For middle and upper grades. Gives an understanding of the life of the Indian. His patience and lack of worry over the little things in one's existence. As a source for discussion topics in social science classes it will offer many opportunities for the expression of many viewpoints and a formulation of our own Catholic life.

## The Science Bookshelf Again

Carroll Lane Fenton, Ph.D. \*

FROM 1943 to 1945, few juvenile books in the fields of nature and science graced the lists of publishers. Those few, let us admit, were exceptionally good — so good that several are recalled here, to make sure they do not suffer neglect. They did not, however, meet current needs or fill gaps in the offerings of preceding years.

It is good, then, to find some of these gaps filled by books of 1946. One of the most intriguing is *This Is the Way the Animals Walk*, by Louise Woodcock (William Scott, \$1).<sup>1</sup> Written for children of nursery age, its objective is given on the first page:

This is the way the animals walk,

Some on four feet, some on two.

Johnny is watching how they go;

He wants to walk as the animals do.

Then come simple — almost too simple — pictures which contrast locomotion in a variety of creatures. By developing observation into play, they make a substantial contribution to the child's knowledge and lay a sound foundation for progress. It is to be hoped that the publisher follows this with other books for children of nursery age.

Useful backgrounds for observation on the first-grade level are provided by Morrell Gipson's *City Country ABC* (Garden City), one of the attractive but inexpensive books designed by the Pictorial Booksmiths, Inc. It should be followed by *Animals Here and There* (Garden City), in which Pelagie Doane presents 48 important animals in their native habitats.

Grades two to four can use the *True Nature Series* published by the Encyclopedia Britannica Press at 50 cents each. The books are paper bound and printed in rotogravure; each one contains 39 photographs enlarged

from movie films. The twelve titles already published deal with water birds, farm animals, dogs, horses, cats, bears, elephants, goats, snapping turtles, wood animals, gray squirrels, and rabbits. Some of the illustrations suffer from too much enlargement, but many are fine and clear.

Second, third, and fourth graders can learn much from *Turtles* and *Coyotes*, by W. S. Bronson (Harcourt, \$1.75 each). No other writer has Bronson's ability to put fundamental biology into simple text and dramatic yet humorous drawings. In *Coyotes* he is at his best both as author and illustrator, but *Turtles* is almost as good.

Herbert Zim's *Elephants* (Morrow, \$2) will do best in the third and fourth grades. The text is excellent, but Joy Buba's drawings are too sketchy to mean much to the children to whom this reviewer has shown them. They demonstrate again the oft-ignored fact that good art may be poor illustration, especially in informational books.

Strict realism dominates the photographs of *Shirley Visits the Zoo*, by Belle Benchley (Little, Brown, \$1.50). Small Shirley is a child to be envied in her contacts with zoo animals, but Mrs. Benchley might have presented much more information in the text. This is hardly a book to be bought for third- and fourth-grade shelves unless students can easily visit a good zoo.

When *The Crooked Little Path*, by Thornton Burgess (Little, Brown, \$1.75), was announced, this reviewer hoped it would compare with that author's *Burgess Animal Book for Children*. Actually, it is a collection of bedtime stories in which biology is pretty thoroughly hidden by human thoughts in the heads of animals that converse and wear colorful costumes. If the book is bought (as it will be by thousands), it should go into home and public libraries, rather than those of grades three to five.

(Continued on page 37A)

\*404 Livingston Ave., New Brunswick, N. J.

<sup>1</sup>Publishers mentioned by Dr. Fenton are listed in the guide to publishers following "Recent Books for Classroom and Library," on another page of this issue of THE CATHOLIC SCHOOL JOURNAL.

## Science Bookshelf

(Continued from page 34A)

*Animal Inn*, by Virginia Moe (Houghton Mifflin, \$2.50), consists of straightforward narratives from a trailside museum in one of Chicago's suburbs. Fifth graders will enjoy it and learn from it, but so will adults. The volume may be recommended to public libraries and to parents, though it does not go deeply into principles of biology.

*Farm Animals*, by Dorothy Hogner (Oxford, \$3.50), is a book of 1945 which must not be ignored. Filled with concise descriptions of working and sporting animals (mammals) to be seen in North America, it includes available information on the origin of domestic breeds and contains clear, simple illustrations. An excellent reference book from fifth grade through high school, it also should appear in all public libraries.

Junior and senior high school students, as well as adults, will enjoy Victor Von Hagen's *South American Zoo* (Messner, \$2.50). It is one of the few books devoted to South American wildlife; is based on firsthand information, and is illustrated with beautiful drawings by Francis Lee Jaques. Unlike too many books published today, it has fine paper, sturdy binding, and excellent typography.

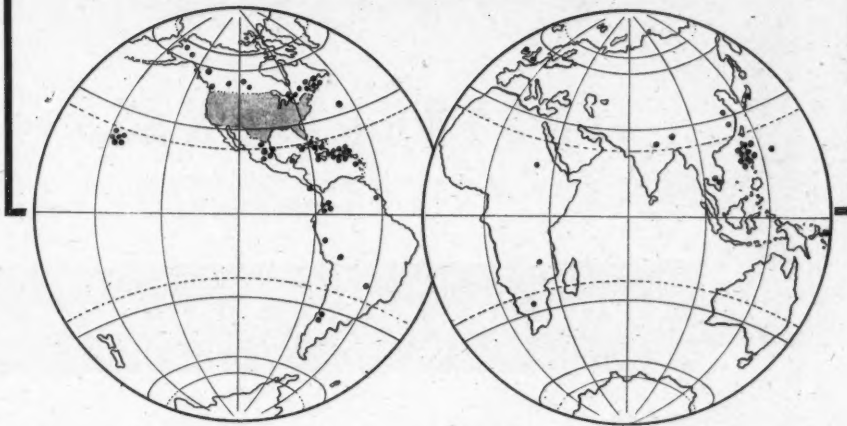
These reviews repeatedly have stressed good animal stories as means of imparting biology through recreational reading. No new stories have come to light this year, but it is not too late to secure *Son of the Walrus King*, *Biggest Bear on Earth*, and *Sentinel of the Peaks*, by Harold McCracken (Lippincott, \$2 and \$2.25 each). All can be read by fifth graders, but are serviceable throughout the high school as supplementary reading for courses in biology, geography, and general science. Illustrations by Paul Bransom and Lynn Bogue Hunt add much to their value.

As always, botany is poorly represented on juvenile lists. One of last year's titles of value from the fifth grade through high school is *Indian Harvest*, by Jannette Lucas and Helene Carter (Lippincott, \$2). It tells the story of native American food plants clearly and adequately, with attractive illustrations. In a day of soaring costs, its good paper, printing, and binding make it something of a bargain.

*Big Tree*, by Mary and Conrad Buff (Viking, \$3) tells the story of big-tree redwoods in general, and of the Wawona Tree in particular. If is humanized, but not overmuch, and notes on animals of the big-tree forests are skillfully worked into the story. Difficult reading in the fourth grade, the book is not quite suited to high school use, where it might serve as supplementary reading in biology. Humanization and such expressions as "Old Father Tree" would seem rather childish to high school students.

It no longer is necessary to argue that physics and chemistry are essential to intelligent modern life. Last year brought *Electronics for Boys and Girls*, by Jeanne Bendick (Whittlesey House, \$1.50), as a book to supplement both general science and high school physics. It tells clearly as much as young

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readers can grasp of a difficult but vitally important subscience. Diagrams are excellent.

*An Open Door to Chemistry*, by J. L. Horning and G. C. McGinnis (Appleton-Century, \$2), is written for junior high enthusiasts. It describes experiments that are simple, safe, and significant, with flashes of humor in the illustrations. Older students will profit more from Samuel Sadtler's *Chemistry of Familiar Things* (Lippincott, \$4), now in its eighth edition. Presenting general facts rather than details, it will serve both as reference work and as supplementary reading.

In *This Is the Moon* (Coward-McCann, \$2), Marion Cothren capitalizes upon radar contact with earth's satellite and on current interest in space ships. Sound information is

presented vividly, but a long section on mythology reduces the value of the book as science reading in grades five to eight.

*The Land Renewed*, by William Van Dersal and Edward Graham (Oxford, \$2), is a simple and admirably illustrated book on soil erosion and conservation, usable from grade five through the junior and perhaps the senior high school. Its value will increase as conservation becomes more and more an element in the natural science and social science sequences, including biology.

In *It Seems Like Magic* (Rand McNally, \$2.50), Josephine Pease provides an introduction to applied physical science that can be used in the first three grades. Attractively

(Concluded on page 40A)



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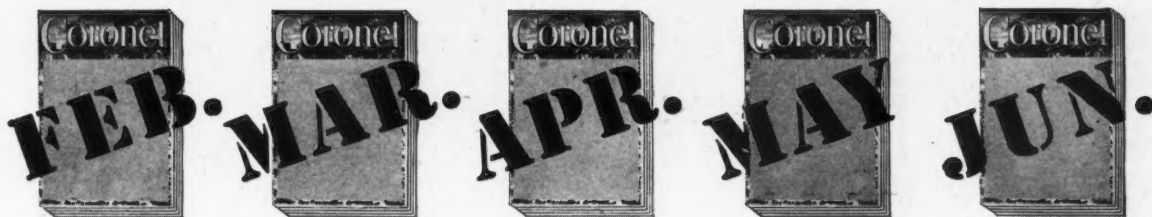
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Features  
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Edited by REV. FELIX M. KIRSCH, O.F.M. CAP., Ph.D., Litt.D.,  
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CATHOLIC FAITH is based on THE CATHOLIC CATECHISM by Cardinal Gasparri which has been approved for use throughout the Catholic world. The original was compiled by a special body of the

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entire program, while part two takes each particular item, page by page, and supplies the answer in the correct manner of presentation.

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## Science Bookshelf

(Concluded from page 37A)

illustrated in color as well as black and white, it deals with steam, air pressure, sound, mineral fuels, and other subjects simply yet effectively. Youngsters who read the book (or to whom it is read) will acquire a sound basis for learnings at higher levels, as well as immediate profit.

*This Is the World* (Rand McNally, \$2.50), is a companion volume by the same author, which stands as the best of introductions to geography for small children. Dealing with such subjects as the earth's shape, its movements, climatic and geologic divisions of its

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Life stories of naturalists always are welcome as supplements to tenth-grade biology. Messner publishes several, the most recent being *Raymond L. Ditmars*, by L. N. Wood (Messner, \$2.50). Its greatest lesson, to this reviewer, is the fact that biology offers tremendous thrills to a man of Ditmars' ability, as well as to lesser people. There, indeed, is the great reason for encouraging reading in science—to show that it has charms as well as rewards for almost everyone.

## Some Popular Juvenile Books

Sister M. James, O.S.B.\*

When you were a child did you dream of having a library? Are your pupils dreaming that dream now? Are your pupils interested in books? Are they book conscience? Can they decide by the author, by the illustrator, or the binding whether the book is worth the money? Does the print or the texture of the paper or the weight of the book mean anything to the reader? Do they know why some books sell for a dime a dozen and some for two dollars or more?

Do they know the service given by reviewers, such as *Books on Trial*, *Wings*, *Junior Literary Guild*, and others? Probably they would like to know why reviewers are needed. No doubt they know the answers to the foregoing questions and enjoy good literature. They may wish to add to your library some of the more recently reviewed books for juveniles. Here are some that have been popular. They are grouped according to their publishers, who are placed alphabetically:

The Bruce Publishing Co., Milwaukee 1, Wis.

*The Man Who Dared a King*, Brennan  
*Angel City*, Brennan  
*The Good Bad Boy*, Brennan  
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*Arctic Patrols*, Campbell  
*Scarlet Riders*, Campbell

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(Concluded on page 42A)



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CATHOLIC FAITH is based on THE CATHOLIC CATECHISM by Cardinal Gasparri which has been approved for use throughout the Catholic world. The original was compiled by a special body of the

Consultors of the Congregation of the Council, under the presidency of the Cardinal Prefect for the purpose that it be translated into the vernacular of the various countries throughout the world.

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### Juvenile Books

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Catechetical Guild, St. Paul, Minn.  
*Toby's Shadow*, Brennan

Thomas Y. Crowell Co., New York 16, N. Y.  
*Abraham Lincoln*, Meadowcroft  
*Along the Erie Towpath*, Meadowcroft  
*By Wagon and Flatboat*, Meadowcroft

Dodd, Mead & Co., New York 16, N. Y.  
*Wind in the Rigging*, Pease  
*Hurricane Weather*, Pease  
*Black Tanker*, Pease  
*Matchlock Gun*, Edmonds  
*Two Logs Crossing*, Edmonds  
*Wilderness Clearing*, Edmonds

The Dujarie Press, Notre Dame, Ind.  
*The Boy Who Threw Away His Gold*, Brother Ernest  
*Eddie of Jackson's Gang*, Brother Ernest

E. P. Dutton & Co., New York 10, N. Y.  
*Sons of Liberty*, Robinson  
*Back*, Wheeler  
*Hayden*, Wheeler  
*Beethoven*, Wheeler  
*McDowell*, Wheeler  
*Mozart*, Wheeler  
*Schubert*, Wheeler  
*Stephen Foster*, Wheeler  
*The Long White Month*, Marshall  
*Snow Treasure*, McSwigen

Harcourt, Brace & Co., New York 17, N. Y.  
*Away to Sea*, Meader  
*Shadow in the Pines*, Meader

*Blueberry Mountain*, Meader  
*Longshanks*, Meader  
*All American*, Tunis  
*Yea Wildcats!*, Tunis  
*Rookie of the Year*, Tunis  
*Million Miler*, Tunis

Harper & Brothers, New York 16, N. Y.  
*Sailor in the Sun*, White  
*The Tall Hunter*, Fast  
*Frederic Chopin*, Maurois

Houghton Mifflin Co., Boston 7, Mass.  
*Johnny Tremain*, Forbes  
*Canhook Country*, Ames  
*Candle in the Mist*, Means  
*Rocking Chair Ranch*, Weber

Longmans, Green & Co., New York 3, N. Y.  
*Princess Poverty*, Maynard  
*Red Hat*, Newcomb  
*Silver Saddles*, Newcomb  
*Black Fire*, Newcomb  
*Vagabonds in Velvet*, Newcomb  
*Tall Timber*, Holbrook

The Macmillan Co., New York 11, N. Y.  
*Painted Arrow*, Gaither  
*Thief Island*, Coatsworth  
*Sword of the Wilderness*, Coatsworth  
*Alice-all-by-herself*, Coatsworth  
*Becky Landers*, *Frontiers Woman*, Skinner  
*Andy Breaks Trail*, Skinner  
*Air Patrol*, Lent  
*PT Boat*, Lent  
*Aviation Cadet*, Lent  
*Flight 17*, Lent

Julian Messner, Inc., New York 18, N. Y.  
*Kit Carson Trail Blazer*, Garst  
*Custer, Fighter of the Plains*, Garst  
*George Washington Carver*, Graham  
*Son of the Smoky Sea*, Oliver  
*Lou Gerhig*, Graham

William Morrow & Co., Inc., New York 16, N. Y.  
*On to Oregon*, Morrow

Random House, Inc., New York 22, N. Y.  
*Ski Patrol*, Atwater  
*Flaming Forest*, Atwater

Charles Scribner's Sons, New York 17, N. Y.  
*The Flamingo Feather*, Munroe

Sheed & Ward, Inc., New York 3, N. Y.  
*Hero of the Hills*, Windeat  
*Lad of Lima*, Windeat  
*Warrior in White*, Windeat  
*My Name is Thomas*, Windeat  
*Little Sister*, Windeat  
*Convent Boarding School*, Kenny  
*Dog Sled Apostles*, Savage  
*Smoozie*, Savage

Viking Press, Inc., New York 17, N. Y.  
*Andries*, Von Stockum  
*Pegeen*, Von Stockum  
*Gerrit the Organ Grinder*, Von Stockum  
*Good Master*, Seredy  
*The Open Gate*, Seredy  
*The Singing Tree*, Seredy  
*A Tree for Peter*, Seredy  
*Adam of the Road*, Gray

John C. Winston Co., Philadelphia 6, Pa.  
*Storm Canvas*, Sperry  
*Call it Courage*, Sperry  
*Lost Lagoon*, Sperry  
*Wagons Westward*, Sperry  
*Lassie Come Home*, Knight  
*At the Sign of the Golden Compass*, Kelly  
*The Trumpeter of Krakow*, Kelly  
*Silver Chief to the Rescue*, O'Brien  
*Spike of Swift River*, O'Brien  
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## Catholic Education News

### SIGNIFICANT BITS OF NEWS

#### Students Plan a Co-op

Twenty-four boys and girls of Immaculate Conception High School at St. Marys, Kans., plan to start a honey co-op in the spring when they have completed a course in co-op history, principles, and operation. Instructors in the course are three Jesuit scholastics.

#### An Honor Roll

The following are direct quotations from *The Interracialist*, a bulletin issued from ISO Central Office, 3115 South Grand Blvd., St. Louis 18, Mo.:

"Last March Father Clarence Howard, S.V.D.,

editor of *St. Augustine's Messenger*, published an Honor Roll of Catholic high schools of this country which make no discrimination of color of students. His list contained ten names. Since that time the total of such schools has jumped to 76 (as reported in the September issue of the magazine). The Sisters of Charity operate 9 of them, the Jesuits 6, Diocesan Priests 6 (with help of Religious mainly). The list is not complete yet, of course. Additional names of schools should be sent to Father Howard at Bay St. Louis, Mississippi."

"Archbishop Lucey of San Antonio asked the audience at the recent Catholic Committee of the South meeting in New Orleans whether Catholics have the courage to inquire into the racial situation honestly and to form study clubs to learn the Catholic principles. Questions are often em-

barrassing. Let's not ask whether the Communists are making progress; let's just say that they are. And nobody seems very interested."

#### Advocates Family Farms

Farming as a way of living and not as a commercial enterprise is one of the slogans of the National Catholic Rural Life Conference. Recently the Queen's Work Press, 3742 West Park Blvd., St. Louis 8, Mo., issued a pamphlet, *The Ethics of Commercial Farming*, by Rev. Anthony J. Adams, S.J., chairman of the rural life committee of the Jesuit Institute of Social Order and a member of the executive committee of the N.C.R.L.C. Commercial farming as it is operation in this country, says Father Adams, is intimately associated with wanton destruction of our basic natural resources resulting in loss of land, exploited beyond possible repair, pauperization of farm workers and tenants and the loss of family-sized farms.

Commercial farming, in contrast with diversified family farming, is described by the rural sociologist as the exploitation of large tracts of soil for the production of single cash crops, engaged in largely for large financial gains. The social, ethical, and scientific implications of the growing condition are discussed.

The situation is discussed further in another booklet edited by Father Adams and Father Duff, S.J., entitled, *Are Our Rural Areas Overpopulated?*

#### Boys Town News

The Boys Town concert choir of 40 voices under the direction of Rev. Francis P. Schmitt recently completed an eight weeks' tour of leading cities of the United States. The choir received enthusiastic appreciation of its programs by music critics in the various cities and enjoyed wholehearted hospitality everywhere.

Students in the Boys Town High School may earn up to two full credits in four years in shopwork outside regular shop courses indoors. New courses include farming, carpentry, tailoring, boiler making, laundry, kitchen, and office.

A new home-room plan is now in operation. Each class has a 25-minute home-room period daily. Two teachers are assigned to each home-room. The home-room period is used for class meetings, discussion of current events, counseling of students, discussion of student problems, and for the distribution of school bulletins.

#### Short Story Contest

The Literary Awards Foundation of the Catholic Press Association announces a short story contest open to all Catholic writers. First prize will be \$150, second \$125, third \$100, fourth \$75, and fifth \$50.

The contest closes March 31, 1947, and winners will be announced May 22-23, 1947. Authors may submit as many manuscripts as they wish each not to exceed 4000 words.

Stories may deal with any theme not repugnant to Christian doctrine or morals.

All manuscripts must be submitted to Contest Chairman, Catholic Press Association, Box 30, Davenport, Iowa. Entries must be postmarked no later than midnight, March 31, 1947.

#### Outstanding Missionary Work

Of inestimable value to the missions is the service of the Catholic Medical Mission Board, Inc., 10 West 17th St., New York City. The work of the Board is directed by Rev. Edward Garesché, S.J., who, some years ago, organized the Daughters of Mary, Health of the Sick, to assist in the present activities of the Board and expect soon to engage directly in foreign mission fields.

During the past year, from the office of the Catholic Medical Mission Board, 85,000 pounds of pharmaceuticals were collected and sent to missionaries, in addition to a vast amount sent directly from drug houses on order of the Board. Since the close of the war, many laywomen

(Continued on page 46A)



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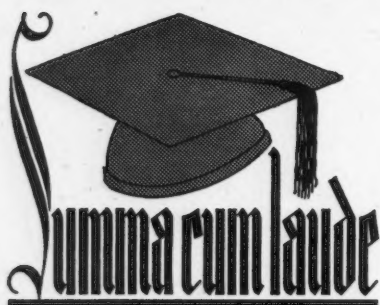


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## Catholic Education News

(Continued from page 44A)

throughout the nation, who had been working for the Red Cross have transferred their services to the work of the Catholic Medical Mission Board.

### Legality of Transportation Upheld

Attorney General Fred S. LeBlanc, of Louisiana, has recently reaffirmed the authority of parish school boards to provide transportation for children attending private and parochial schools approved by the State Board of Education. The opinion, requested by Most Rev. Joseph Francis Rummel, archbishop of New Orleans, was rendered by Attorney General LeBlanc, and was a review of a former opinion rendered by Attorney General Gaston L. Porter. The Porter opinion recognized the right under Act 202 of 1928, which authorizes school boards to provide such transportation for children attending any school approved by the State Board of Education and living within a certain distance from a school of suitable grade.

### DIOCESAN DOINGS

#### Archdiocese of Philadelphia

Last fall a radio institute for teachers of the elementary and high schools was held in Philadelphia. As a background for the discussions, the teachers listened to and observed "live broadcasts" of addresses by Rev. Edward M. Reilly, superintendent of schools and Dr. Franklin Dunham, chief of radio of the U. S. Office of Education.

Father Reilly said: "The school has, certainly, some responsibility in training children to make intelligent use of so important a factor of everyday life." And Dr. Dunham said that "A school without a radio is an educational tragedy. How else can you so effectively bring the world into the classroom through news and the interpretation of world events? How else can you make the children familiar with the devices now being used to influence their habits of thinking, their attitudes, their behavior?"

#### Archdiocese of Denver

Rev. Hubert M. Newell, archdiocesan superintendent of schools at Denver, is also superintendent of schools for the Diocese of Pueblo. These two divisions include the whole state of Colorado.

Father Newell, in his report issued last fall, gives the total enrollment in Catholic schools of all kinds and grades in the state as 17,638, an increase of 933 over the figure for the preceding year. This number includes about 500 non-Catholic pupils enrolled in Catholic schools.

The report calls attention to the fact that a very large number of prospective students are denied admission to the Catholic schools because there is no room for them. In the city of Denver alone, last June there were 730 graduates from the eighth grade and only 675 could be admitted to Catholic high schools in September.

A number of parishes, however, in the state will extend their school facilities and some new high schools will be erected as soon as possible.

The report praises the noteworthy achievements of the Catholic Parent-Teacher League and the Confraternity of Christian Doctrine.

#### Archdiocese of Milwaukee

According to the eighth annual report the Archdiocese of Milwaukee had in 1945-46 a total school population of 63,971. Of these, 47,159 were in the 170 elementary schools and 8,326 in the high schools, including the ninth grade in a number of parish schools.

### Prereading Classes

In March, 1946, seven counties of the archdiocese were transferred to the new Diocese of Madison.

Rev. Edmund J. Goebel, Ph.D., superintendent of schools, calls attention, in the report, to the

(Continued on page 49A)

### FOLLOWERS OF CHRIST

Rev. Dr. Maurice S. Sheehy, head of the department of religious education of the Catholic University of America, in an Armistice Day sermon to the Catholic War Veterans in St. Patrick's Cathedral, New York City, paid high tribute to Cardinal Francis J. Spellman as "Field marshal of the Catholic sacramental ministry, who by personal heroism and unselfish consecration gave the finest example of patriotism founded upon love of God."

Dr. Sheehy who was a navy chaplain for 57 months said, "World War II was not won by atom bombs or ships or planes. It was won by what was going on in the hearts and minds of men. Our vision was of a peace with justice; our vision was of protection for our beloved country; our vision was that of the Good Samaritan helping wounded peoples."

Dr. Sheehy stated that the Catholic Church in America, because of the loyalty and devotion to religion of Catholic war veterans, was "a stronger force than ever before in its history, a force for peace and justice, loyal to the principles of peace announced by Pope Pius XII."

"As Catholics we may hate no one," Dr. Sheehy continued. "We must also extend the tribute of brotherly love to the Russian people who fought so gallantly and now see darkly as through a world of darkness. We mourn over churches closed, priests murdered, and bishops, like the heroic Stepinac, imprisoned. But we also know that there 'standeth God within the shadows keeping watch above His own.'"

Dr. Sheehy, former chaplain of the "U.S.S. Saratoga" and the Jacksonville Naval Air Station, urged that units of the Catholic War Veterans be organized in each of this country's eleven thousand parishes.

### INTELLIGENT READING

Rev. Louis Gales, editor of "Catholic Youth," said in the November issue of his magazine that, for many people, reading is a waste of time. What he meant and the means of preventing the waste he explained as follows:

(Concluded on page 58A)



## Catholic Education News

(Continued from page 46A)

prereading program introduced in 1944. He says: "The results of this program have been most gratifying. It has helped reduce retardation to normal expectancy in the primary grades. . . . Now, as in previous years, it is evident that failures are highest among those who are admitted to first grade with a chronological age of less than six years or a mental age of less than 6.6. Hence, those who are not qualified chronologically to be admitted to the first grade in September might be admitted to a prereading class in February. For the good of the child, however, none should be enrolled in prereading having a chronological age less than 5.5 or a mental age less than 5.11."

### High Schools Crowded

To reduce the overcrowded condition of the high schools in the Archdiocese of Milwaukee, the parishes are being urged to add the ninth grade whenever possible. About 17 parishes have been able to comply with this request. Thus Messmer High School, the largest in the archdiocese, which, last year, was obliged to operate with a double shift, has been able to return to the normal arrangements by eliminating the ninth grade. More high schools are planned, but a high school building program cannot keep up with increased enrollment without this co-operation of parishes in providing their own ninth grade.

### The Curriculum

A curriculum committee of elementary and high school teachers is at work planning courses in religion, reading, language, literature, health, science, and social studies. A Manual for the Teaching of Religion, grades 1-8, is now in use; also a revised rural geography curriculum; and, for the high school, a social studies program based on the Encyclicals is being completed. Archdiocese of New Orleans

The Catholic schools of the Archdiocese of New Orleans, under their superintendent, Rev. Henry C. Bezou, and the director of music, Rev. Robert J. Stahl, S.M., have made it possible for every child to know the best in music. Pupils from the Catholic schools not only patronize classical concerts, but produce music themselves. Catholic Girls' High School Chorus contributed a beautiful program of Christmas music to a Teen-Age Symphony concert at the municipal auditorium, Dec. 16, 1946.

### EDUCATIONAL CONFERENCES

#### Language Teachers Meet

Brother James Alpheus, F.S.C., head of the department of English at St. Patrick Academy, Chicago, Ill., was elected president of the Chicago Catholic Language Teachers' Association, at a meeting, Dec. 7, at De Paul University.

A feature of the meeting of some 250 teachers of languages in Catholic colleges and high schools was a report of the Committee on Investigation of the Difficulties in Language Teaching in Chicago High Schools. Sister M. Irma, B.V.M., of Mundelein College, was chairman of the committee.

Brother James Alpheus, the new president, has been a teacher for 16 years at St. Mary's College, Winona, Minn.; Christian Brothers College, Memphis, Tenn.; and in various high schools. He has the M.A. degree and is now a graduate student at the University of Chicago. In the field of literature he has contributed to the psychological background of the eighteenth-century English novel.

Other officers of the association are: Sister M. Anthony, S.C.C., of St. Gregory H.S., Chicago; Sister M. Annella, O.S.F., of Alvernia H.S., Chicago, secretary; and Sister M. Viator, Providence H.S., Chicago, treasurer. Brother Herbert Patrick, F.S.C., retiring president, is head of the executive committee.

The Language Teachers Association has under-

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taken two extensive studies designated to improve the quality of language teaching in the high schools of the country. The first of these, The Committee on Investigation of the Difficulties in Language Teaching will be headed again by Sister M. Irma, B.V.M., of Mundelein College and Sister Beatrice of St. Casimir Academy. The other committee will attempt to formulate a curriculum program for high school English, based on the latest investigations in the field. All members of the association have pledged themselves to assist Sister M. Donald, B.V.M., chairman of this committee.

#### A Fruitful Conference

The Sisters of the Precious Blood of the Archdiocese of St. Louis held their Annual Educational Institute at St. Elizabeth Academy, St. Louis, Mo., on Nov. 29. The 48 schools taught

by the Sisters in this archdiocese were well represented.

Rev. Charles P. Schmitt, chaplain at the mother house at O'Fallon, Mo., opened the meeting with prayer and later delivered a paper on *Teaching Bible History in our Schools*. Mother M. Borgia, C.P.P.S., welcomed the Sisters and admonished them to meet the many difficulties that confront them as Catholic educators, with courage. As representatives of Christ, we have something real and positive, and with this we must permeate the teaching in our schools. A very comprehensive paper with demonstrations on *Remedial Reading* by Sister Patricia, C.P.P.S., was an outstanding feature of the morning's program.

*Audio-Visual Education* by Sister Mary Esther, C.P.P.S., and a demonstration of visual teaching

(Continued on page 50A)



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## Catholic Education News

(Continued from page 49A)

was the leading topic of the early afternoon session. Panel discussions on *Guiding Growth in Christian Social Living* arranged in four groups according to grade levels were held simultaneously.

Concluding the program were recommendations by Sr. M. Innocentia, C.P.P.S., in which she stressed the use of the new curriculum, *Guiding Growth in Christian Social Living*, recommending it as a companion to every teacher during her preparation for class.

### Catholic Philosophical Association

The 21st annual meeting of the American Catholic Philosophical Association was held at Toronto, Canada, Dec. 27-28. Dr. Anton G. Pegis, professor of philosophy at the Institute of Medieval Studies of Toronto, is president of the association and Rev. Dr. Chas. A. Hart, of the Catholic University of America, is secretary.

### I.H.M. Sisters' Conference

Sisters of the Immaculate Heart of Mary from the Archdiocese of New York and the Dioceses of Scranton, Brooklyn, and Trenton, held a conference at St. Alphonsus' Commercial School in New York City, Nov. 5.

Sister M. Beata, principal of St. Ephrem's School, Brooklyn, presided at a panel discussion on *Developing Arithmetic Skill* for grades I-V. Papers read were: *Combinations*, Sr. M. John Francis, St. Ephrem's, Brooklyn; *Tables*, Sr. M. Marcellina, St. Mary's, Manhasset; *Fundamentals*, Sr. M. Sergius, Queen of Martyrs, Forest Hills; *Fractions*, Sr. M. St. James, St. Ephrem's, Brooklyn.

The panel on the same theme for grades VI-VIII was in charge of Sister M. Alphonso,

principal, St. Mary's, Manhasset. Papers read were: *Fundamentals*, Sr. M. Donatus, St. Raymond's, Lynbrook; *Fractions*, Sr. M. Maura, Queen of Martyrs, Forest Hills; *Decimals*, Sr. M. John, St. Peter, Port Washington; *Percentage*, Sr. M. Angela Marie, St. Dominic's, Oyster Bay; *Problem Solving*, Sr. M. Muriel, St. Ephrem's, Brooklyn.

In the general session, Sr. M. St. Helen, reading consultant, psycho-educational clinic, Marywood College, Scranton, discussed *Guiding Growth in Reading*; and Sr. M. Franciscina, instructor in the speech department at Marywood College, considered *Promoting Correct Speech Habits*.

### Workshop in Audio-Visual Aids

Last summer more than 200 Sisters attended a Workshop in Audio-Visual Aids held at Immaculate Heart College, Los Angeles, Calif. There were lectures and demonstrations on the use of films in the classroom on the secondary school level, and also on the use of the radio in education. The section on English and literature presented slide films, movies, and records of English classics. Other subjects covered were mathematics, physics, chemistry, biology, social studies, foreign languages, history, and the fine arts.

### Teaching of Religion

More than 800 Sisters of 30 religious orders attended a one-day conference at the last summer session of Immaculate Heart College, Los Angeles. This special meeting was devoted to guidance in the teaching of religion. Special topics discussed included, in addition to general teaching of religion, family life, asceticism, moral problems, Catholic Action, and prayer.

### B.V.M. Conference

The principals of 47 high schools conducted by the Sisters of Charity of the Blessed Virgin Mary met at Mundelein College, Dec. 27, for

a three-day educational conference on problems of administration, curriculum, and guidance. Mother Mary Josita, B.V.M., superior general of the Congregation, gave the keynote address. Sister Mary Teresa Francis, B.V.M., chairman of the community board of education, was chairman of the general meetings.

One of the important outcomes of the meeting was the adoption of a handbook which summarizes the educational policies governing the high schools conducted by the Sisters of Charity, B.V.M. Sister Mary John Michael, B.V.M., of the education department of Mundelein College, was editor in chief of the handbook.

### Summer Schools of Catholic Action

The 1947 circuit of the Summer School of Catholic Action has been established and plans are in progress for sessions of the school at St. Louis University, St. Louis, Mo., June 18 to 21; at Boston College, Boston, Mass., June 23 to 28; at Loyola College, Montreal, June 30 to July 5; at Our Lady of the Lake College, San Antonio, Tex., July 28 to August 2; at Fordham University, in New York, N. Y., August 18 to 23; at the Morrison Hotel in Chicago, August 25 to 30. The dates of a session to be held in St. Paul, Minn., are July 7 to 12. The announcement was made by the Rev. Daniel J. Lord, S.J., founder and director of the traveling summer school, which in its seventeen year history has attracted 73,000 priests, religious, and lay people.

### RELIGIOUS ORDERS

#### Felician Sisters

Sister M. Alexander, who has been supervising for the Felician Sisters of the Diocese of Buffalo, has been appointed provincial of the community of Felician Sisters at Buffalo.

Sister M. Annette is the new supervisor of schools for the Felician Sisters in the Diocese of Buffalo.

(Continued on page 53A)

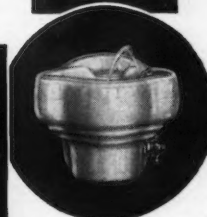
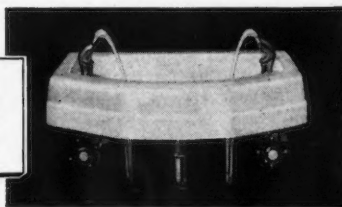
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A-51

## Catholic Education News

(Continued from page 50A)

Buffalo. Her address is 600 Doat St., Buffalo 11, N. Y.

### New Jesuit Relations

Rev. Calvert Alexander, S.J., editor of *Jesuit Missions*, and Rev. Bernard Hubbard, S.J., the "glacier priest," have been assigned to make a round-the-world survey of the missions of the American Jesuits and others in Iraq and the Near East, India and Ceylon, China, Japan, the Philippines, and islands of the mid-Pacific.

"We are armed to the teeth," said Father Alexander, "with pens, cameras, and typewriters and will flash back the glorious story of the twentieth century pioneers by cable, air mail, and radio. In both the lay and Catholic press we will relay word of our fellow Americans laboring in foreign fields. On thousands of feet of colored film the panorama of world missions will be ready for the anxious American public upon our return. Little did the martyrs dream of such a future 300 years ago; great must be their joy today at this project dedicated to their honor and entrusted to their saintly protection."

### Brothers of the Sacred Heart

Delegates from the provinces of the Brothers of the Sacred Heart assembled at their mother house in Le Puy, France, in October, elected the following officers:

Brother Albertinus, S.C., was re-elected superior general.

Brother Josaphat, S.C., former provincial of Montreal, Canada, first assistant general.

Brother Gonzague, S.C., former provincial of Arthabaska, Canada, second assistant general.

Brother Louis-Gerard, director of St. Francis' School in the city of Quebec, third assistant general.

Brother Arthème, S.C., re-elected as fourth assistant general.

Brother Antonius, S.C., was re-elected bursar general, and Brother Dacian, S.C., was re-elected procurator general to the Holy See.

Brother Gilbert, S.C., was named provincial superior for the province of the United States. He is a native of Jersey City, N. J., and entered the Congregation in 1912, and was formerly director of schools in Meridian, Miss., and Vincennes, Ind. In 1929, he was appointed master of novices at Metuchen, N. J.

The members of the Provincial Council are: Brother Martin, S.C., principal of St. Aloysius High School of New Orleans; Brother Peter, S.C., principal of St. Stanislaus, Bay St. Louis,

Miss.; Brother Alexis, S.C., dean of the education department of the house of formation at Metuchen, N. J.; and Brother Casimir, S.C., principal of Catholic High School at Baton Rouge, La.

Brother Maurice, S.C., has been renamed provincial treasurer and Brother Theodorus, S.C., provincial secretary.

Brother Nicholas, S.C., principal of St. Luke's School, The Bronx, New York, assumes the duties of master of novices.

Brother Martinian, S.C., has been assigned to Coindre Hall, Huntington, Long Island.

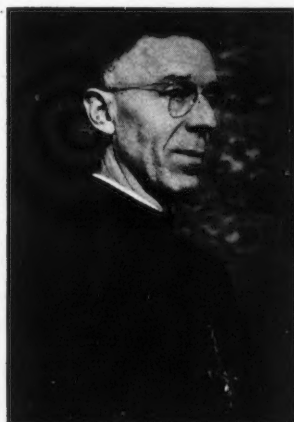
### Jesuit Institute of Social Order

The Jesuit Institute of Social Order with headquarters at 3115 South Grand Blvd., St. Louis, Mo., is described in an article in *The Queen's Work* for November as "A group of Jesuit experts set aside at the order of the Jesuit general, dedicating full time to the improvement of human living conditions." The institute concentrates the resources of the 6000 American Jesuits on the study of social problems, the application of Christian principles of economics and government to the solution of these problems and the testing of solutions based on those principles.

The institute is operated as a department of the graduate school of St. Louis University, under the direction of Rev. Leo C. Brown, S.J. It is training men and women to carry out the social teachings of the Church.

### Srs. of N. D. Superior General

Mother M. Vera, president of Notre Dame College, Cleveland, Ohio, has been elected superior general of her order of 4000 Sisters. She is the fifth general, succeeding Mother M. Antoine who died last July in a steamship accident off the coast of Brazil. Mother Vera has been provincial



Brother Gilbert, S.C.  
New Provincial of the Brothers  
of the Sacred Heart.

(Continued on page 54A)

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## Catholic Education News

(Continued from page 53A)

superior of the Cleveland province of the Sisters of Notre Dame since 1943.

### New Abbot at St. Procopius

Rt. Rev. Ambrosé Ondrak, O.S.B., has been appointed abbot of St. Procopius Abbey, Lisle, Ill. He was solemnly blessed as abbot by Samuel Cardinal Stritch on Jan. 8. Abbot Ambrose succeeds the late Rt. Rev. Abbot Procopius Neuzil, O.S.B.

St. Procopius Abbey includes a high school, college, and seminary, and administers several other projects, including the Benedictine Publishing House in Chicago.

### COLLEGES AND UNIVERSITIES

#### Placement Bureau for Alumni

The national alumni association of Mt. St. Mary's College, Emmitsburg, Md., has inaugurated a placement bureau for its graduates. Branches of the association in various cities will aid in making contacts for graduates with desirable industries.

#### Visual Aids in Religion

At Cardinal Stritch College and St. Mary's Academy, Milwaukee, there is a notable collection of visual aids in religion and allied subjects which represents a cost of \$3,500 and 30 years of work by Rev. George Regenfuss. Primary grades, high school, and college students and young Sisters of St. Francis of Assisi in training, all make use of this remarkable laboratory of religion. For instance, there is a miniature altar, priest, and altar boy to illustrate the liturgy. There are pictures illustrating the sacraments, the commandments, the creed, the life of Christ, the Holy Land, the Way of the Cross, etc. There are more than 600 slides, 100 films on Bible history, 225 films on Church history, 1200 books and 12,000 pamphlets.

### Research in Medicine

St. Louis' University, St. Louis, Mo., has received from James B. Miller, retiring head



Very Rev. Msgr. Frederick G. Hochwalt, director, dept. of education, N.C.W.C.; John W. Studebaker, U. S. Commissioner of Education; Dr. Ernest Johnson, Federal Council of Churches of Christ, at a meeting of the Citizens' Federal Committee on Education. The next meeting will be held on March 17 for consideration of federal legislation on education.

of the Mines Equipment Co., an industrial building valued at \$500,000, the income from which is between \$25,000 and \$30,000 annually.

The gift, says Rev. Patrick J. Holloran, S.J., president of the university, will be used to endow a research institute in experimental medicine, to be known as the James B. Miller Institute of Experimental Medicine of St. Louis University.

### Morals vs. Football

"Morals vs. Football" is the title of an editorial in *The Philadelphia Record*, commending the Catholic University of America for its decision to hold stanchly to the amateur character of college football and not to subsidize players. "Nothing which is morally wrong can ever be practically right," says the editorial. "Of course it is great fun for the American public to go to football games. The present dramatic spectacles put on by the big teams could not be performed by amateurs. But the crowds can enjoy professional football as they do professional baseball. The money raised by big football games is useful to the universities in supporting their less profitable sports. But it's a pretty poor civilization which puts either fun or funds ahead of the moral standards of its educational system. May Catholic U. set the standard for all American universities."

### New College Building

The two-story building under construction on the west campus of Chestnut Hill College, Philadelphia, will be completed and opened in February. Equipped with fluorescent lighting, green blackboards, overhead fume drafts, the building will serve as unit twelve of the Institutum Divi Thomae and will also add classrooms, offices, and a chemistry laboratory to the science department of the college.

(Continued on page 56A)



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## Catholic Education News

(Continued from page 54A)

### PERSONAL NEWS ITEMS

• **VERY REV. CLARUS J. GRAVES, O.S.B.**, of St. Johns, Minn., has been appointed prior of the Benedictine Foundation in Mexico. Father Graves has been widely known as a teacher of Latin.

• **DR. KARL F. HERZFELD**, head of the department of physics at the Catholic University of America, is now a member of the council of the Oak Ridge Institute of Nuclear Studies. Dr. Herzfeld says that ultimately all colleges offering graduate courses will be invited to join the institute for research work in atomic energy.

• **OLIVER L. PARKS**, dean of Parks College of Aeronautical Technology of St. Louis University, was the subject of an article by Elmer C. Broz in the Dec., 1946, *Extension Magazine*. Mr. Parks promised to give half his profits to God. His greatest gift was that of the \$3,000,000 college property to St. Louis University. Mr. Parks, who is a convert to the Catholic faith and a Knight of St. Gregory, attends Mass every day. He was a member of the party which escorted the late Cardinal Glennon to Rome last spring.

• **DR. MARTIN R. P. MCGUIRE**, dean of the graduate school of arts and sciences of the Catholic University of America since 1937, has been promoted to a full professorship. Dr. McGuire served on the State Department's committee on

exchange fellowships and professorships in 1942-43, and is now a member of the National Commission on Higher Education, appointed this year by President Truman.

• **REV. CORNELIUS T. H. SHERLOCK** is the new superintendent of schools for the Archdiocese of Boston and **REV. TIMOTHY F. O'LEARY, D.D.**, is assistant superintendent.

• At De La Salle College, Toronto, Ontario, on Oct. 17, **BROTHER ROGATIAN, F.S.C.**, celebrated his 60th anniversary and **BROTHERS URBAN, HERMAN, and SILVIN** celebrated their golden jubilee. Brother Rogatian was the first rector of St. Joseph's College, Edmonton.

• **MOST REV. GEORGE J. DONNELLY**, auxiliary bishop of St. Louis, has been appointed seventh bishop of Leavenworth, Kans. He succeeds **MOST REV. PAUL C. SCHULTE**, who has become archbishop of Indianapolis, Ind. Bishop Donnelly, a native of St. Louis, had charge of the affairs of the Archdiocese of St. Louis, from the time of the death of Cardinal Glennon until the installation of **MOST REV. JOSEPH E. RITTER**, as archbishop of St. Louis.

### REQUIESCANT IN PACE

• **REV. WILLIAM J. RYAN, S.J.**, associate professor of philosophy and faculty director of the alumni association at St. Louis University, died, Dec. 19, at the age of 66. He was born at Newport, Ky., Aug. 13, 1880, was graduated from St. Francis Xavier College, Cincinnati, in 1900 and entered the Society of Jesus the same year.

• **REV. WILLIAM T. KANE, S.J.**, director of the Elizabeth M. Cudahy Memorial Library at Loyola University, Chicago, Ill., died Dec. 29, at the age of 66. A native of Chicago, Father Kane was graduated from St. Ignatius College (now Loyola University) and entered the Society of Jesus in 1898. He was ordained in 1913. He founded Our Lady of Guadalupe Parish in Chicago for Mexican Catholics. He was the author of several books on education and library science.

• **REV. MICHAEL KENNY, S.J.**, died, Nov. 22, at Spring Hill College, Mobile, Ala., at the age of 84. Father Kenny came to the United States in 1886, joined the Society of Jesus that year, and was ordained in 1897. In 1908 he was one of the founders of the noted Jesuit weekly, *America*, of which he was an associate editor until 1915. In addition to editorial, teaching, and administrative work, Father Kenny was a noted author of books and pamphlets.

• **REV. FERDINAND MOELLER, S.J.**, the oldest Jesuit in the U. S., died at Milford (Ohio) Novitiate, the day after his 94th birthday. He was the founder of the conference for the dead as a branch of the N.C.E.A. He was a brother of the late Archbishop Henry Moeller of Cincinnati.

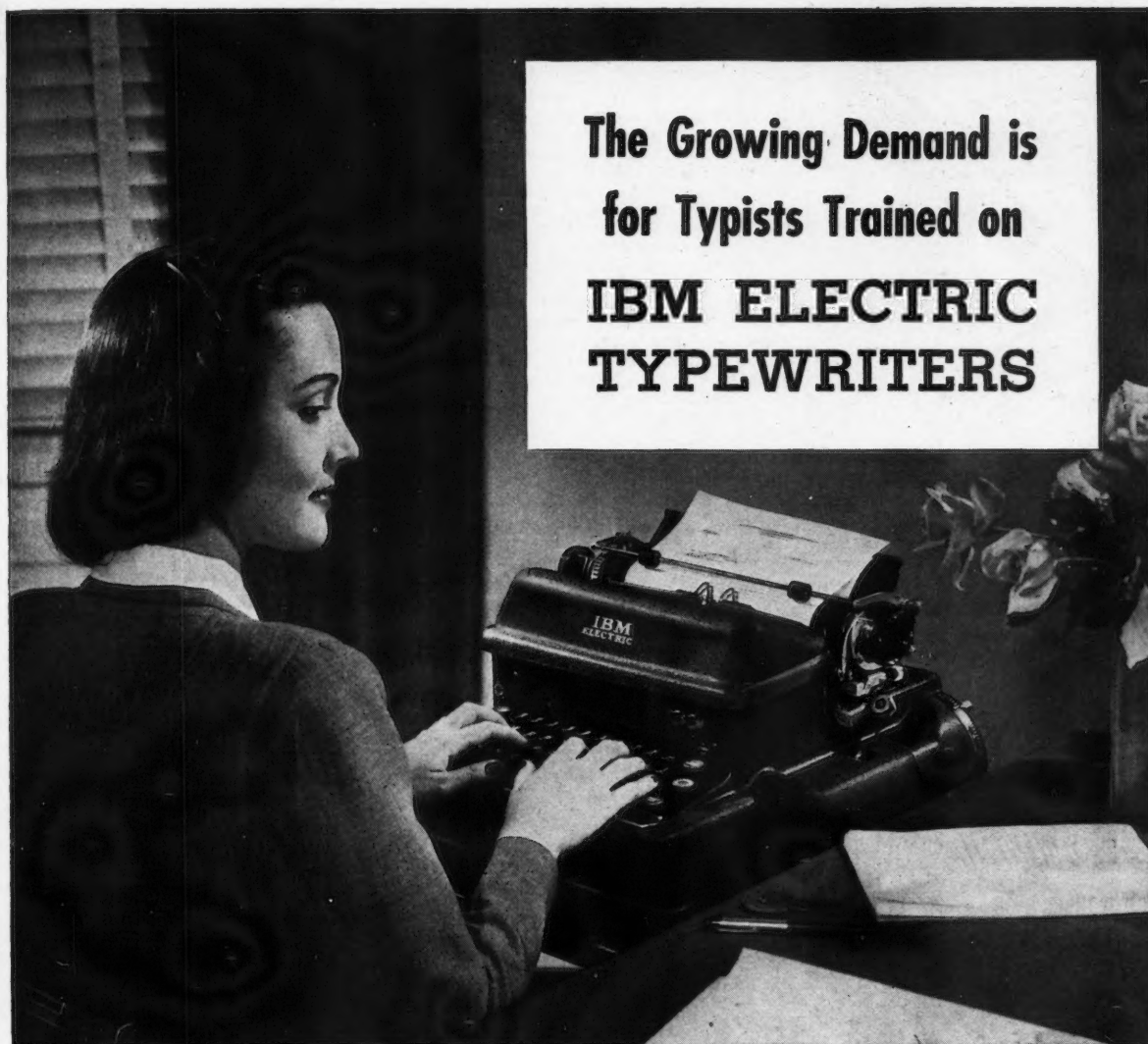
### POETRY CONTEST IN INDIANA

The Poets' Study Club of Terre Haute, Ind., has announced its fifth annual poetry contest for students of all elementary and high schools in the city of Terre Haute and surrounding territory and for adults throughout the state of Indiana. A copy of the rules may be obtained by sending a stamped envelope to Mabel Skeen, 454 South 12th St., Terre Haute, Ind.

### GUARDIAN FILMS

For a number of years Rev. Louis A. Gale of the Catechetical Guild Educational Society thought of starting a Catholic motion-picture company. It was not until he contacted Miss Fanchon Royer of Hollywood, that this became a reality. Miss Royer had been considering producing a series of pictures on missionaries to this hemisphere and had done much research on foreign

(Concluded on page 58A)



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# Esterbrook

RENEW-POINT FOUNTAIN PENS

## Catholic Education News

(Concluded from page 56A)

who are well known in the Central American countries. She had spent years in Hollywood at various jobs in the movie industry and was prepared to take a crew of technicians to Mexico and Guatemala to photograph these pictures on the actual sites where the missionaries worked.

Father Gales now had an experienced producer who was thinking along the same lines—making movies for Catholic schools. He authorized her to hire the necessary help and proceed to Mexico. This was in the late fall of 1945.

In April, 1946, she completed the first Guardian Films picture, had it cut, edited, and sound track added. The first public preview of this kodachrome picture, "Millions Call Him Father," was given April 8, 1946, at the Incarnation School in Minneapolis, Minn., where it was well received by nuns from both St. Paul and Minneapolis.

Following this preview Miss Royer flew to begin production on the next two pictures. These were to be about Hermano Pedro de Betancourt and Barolome de Las Casas.

### CLARKE HEADS FILMS DEPARTMENT

Rutherford K. Clarke has been appointed director of the newly established Catholic department of Encyclopaedia Britannica Films Inc.

The new department was organized to serve Catholic educators, schools, and colleges, and provide assistance with problems relating to audio-visual instruction in the classroom. Mr. Clarke will work with teachers and administrators in Catholic schools all over the country to help them correlate textbooks with films available, set up new films programs, expedite programs already in operation, or give other assistance and advice.

Encyclopaedia Britannica Films Inc., 20 North Wacker Drive, Chicago 6, Ill.



Rutherford K. Clarke

Director of the newly established Catholic department of Encyclopaedia Britannica Films, organized to serve Catholic educators, schools, and colleges, and provide assistance with problems relating to Audio-Visual instruction.

### INTELLIGENT READING

(Concluded from page 46A)

How many in your crowd have ever given any thought to balancing their reading budget? A budget that would include Chesterton and Noyes and Thompson as well as the latest copy of "Popular Mechanics," "Mademoiselle," or the Sunday comics; a budget that would call for thought-provoking reading as well as

smile-provoking relaxation. Without such a balance, reading is a waste of time.

Take a vote and see how many "intelligent" readers there are among your intimates. And then—how many of said "intelligentsia" have read well enough to carry on an intelligent discussion about the good things they've read?

The intelligent reader will read for exaltation of spirit, for enlightenment, for strength of soul, and for the help which springs from contact with an awakened mind.

How many people do you know who love some really great book—the kind of book which is eternally true and beautiful? An intelligent reader drinks deeply of a great book. His thought is widened, his heart is strengthened. He learns to be at home with lofty and generous minds.

If you love a great book—and you should have at least one in your collection—you will read it many times and always with new delight.

### GUIDANCE IN CATHOLIC SCHOOLS

Guidance in Catholic schools unfolds a program which touches both time and eternity; these two objectives must be included if this undertaking to guide is fully adequate. Unrestricted by the limits of time Catholic Education prepares man for a temporal life with its final outcome focused on the goal of eternal happiness.

The aim of all guidance is to capture the individual; nothing else matters. Mass methods, therefore, must fail because character is something individual and personal. Being himself an individual unit, individual attention must be given to him. As a gardener attends to each flower, so must the guide pursue each individual if his end is to be accomplished. Good guidance enables these individual students to make wise choices in every field of endeavor, whether it be social, personal, civic, educational, religious, vocational. A good counselor does not make decisions for the students; in fact, he never makes the decision for the students. He merely traces very carefully and methodically the two sides of a problem which is present for solution; he follows the thinking through to the ultimate conclusion. He skillfully opens up the avenues through which the students arrive at their own conclusions, their own personal choice under guidance.

The careful guidance of our youth is of paramount importance for their path into the future is so treacherous and the experience of these young people is so limited. Those whose duty it is to provide this leadership are entrusted with a responsibility of the greatest delicacy, for in addition to adequate knowledge and an enriched background, they must possess the skill, the diplomacy, the understanding of a master.—Rev. James Callaghan, in "The Catholic Sun," Syracuse, N. Y.

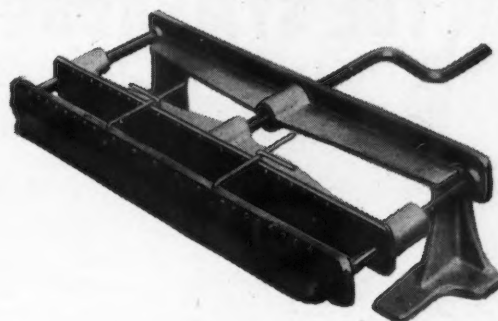
# 6 improvements

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## A Library for a Dime

Sister M. Williamina, S.S.J.\*

IN THESE days of pocket books and 25-cent libraries it is difficult to startle anyone with the idea of a library for a dime. Back in 1941, however, a high school library was rescued from premature death by a ten-cent piece and miracles did not seem so humdrum as they do today.

In 1941 a five-minute tour of the shelves of our library would reveal the spring cleaning flavor of the book collection. Any child in the school could recognize the harvest from the cellars and attics of the town. "The Rover Boys" hobnobbed with "Elsie Dinsmore" while the "Masterful Monk" discussed the lethal power of Communism with "Tish" in "Uncle Tom's Cabin." "Heart Throbs" beat out a sentimental ditty from the maudlin 80's and "The Autocrat at the Breakfast Table" went on condemning "Album Verses."

The library had a fine skeletal structure in standard encyclopedias, histories, literary gems, and textbooks, but the flesh and blood part was sadly anemic. Fiction and biography had the lowest hemoglobin of all. We needed a book transfusion in a hurry.

An article in the November, 1940, issue of *The Catholic School Journal* gave us the prescription. Sister M. St. Mark had built a

sizable classroom library on the enthusiasm and the dimes of her eighth graders. What had been done could be done again. We began.

We discussed the need for up-to-date reading in our school. We noted the dearth of Catholic books. We became wistful over the nebulous prospect of finding on our shelves just the book for a rainy evening at home. We spoke of rental collections and weighed the pros and cons. We found that this plan was less lucrative and slower than the program used by Sister St. Mark. Our discussion resulted in a plan for a book club which would charge ten cents a month for the privilege of reading any of the new books.

At first each class was a separate unit, selecting, buying, and circulating its own books. This, however, proved to be too slow a procedure and led to difficulties when several classes wanted to purchase the same book. That year *See Here, Private Hargrove* was the book of the hour and it began to look as though we were going to have as many copies as we had students. This led us to adopt the logical practice of circulating the books directly from the library.

The mechanical part of the procedure is extremely simple. Each pupil is issued a card upon the payment of a dime. The card indicates the school months and as the dues are paid the card is punched, thus enabling the student to draw books from the club's shelves for that month. There is no obligation to pay dues for each period. Of course we stress the

philanthropic idea of paying for the ten months in advance, even though September and June are short reading periods. It is no small thing to be a benefactor to the school library.

In the four years that we have worked on this elastic plan, we have been able to buy nearly four hundred books. We joined the Catholic Literary Foundation which assures us of the latest and best Catholic reading each month. With a library discount and a judicious purchase of reprints we have stretched each dollar to twice its value.

This year we plan to launch deeper by working for more student co-operation in the selection and criticism of books. We are satisfied that the boys and girls of St. Columbkille's are readers. Our next aim is to make them judges of the best and highest in literature.

## FEBRUARY IS CATHOLIC PRESS MONTH

This is the Schoolbook, Library, and  
Visual Aids number of  
The Catholic School Journal

\*St. Columbkille Convent, Brighton 35, Mass.

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MILWAUKEE 6, WIS.

## New Books of Value to Teachers

## The Big Brewster Family

By Jannette May Lucas. Cloth, 175 pp., \$2. J. B. Lippincott Co., Philadelphia, Pa.

A section of the Plymouth Colony in 1623 is the setting of this delightful story about that lovable Brewster family who are spending their third winter in a strange but wonderful land. In her foreword the author states that her characters, for the most part, are real people, and she ably presents them with a real sympathy and a human understanding of their struggle to survive all hardships.

There was always room for one more at the Brewsters and they welcomed little Humility Cooper who was left without a family into their home as one of their own. Her experiences in working for the harvest, her friendship with Blackbird, the little Indian girl, and making new discoveries of things to eat and to do round out a delightful story told in a distinct but simple style.

Boys and girls from 9 to 13 will enjoy meeting Humility, her brothers and sisters, and all her friends.

## Our Neighbors of the Andes

By F. D. David. Paper, 92 pp., 35 cents. Field Afar Press, New York, N. Y.

In seven chapters the author covers the geography, exports, natural resources, religion, culture, arts, and the history of Peru, Bolivia, and Ecuador. A brief bibliography is included for those who wish to make a more detailed study of these countries.

## Mary Immaculate

The Bull *Ineffabilis Dei* of Pope Pius IX. Translated and annotated by Dominic J. Unger, S.T.L., S.S.L., O.F.M. Cap. Paper, 34 pp. St. Anthony Guild Press, Paterson, N. J.

This booklet is a translation of the papal pronouncement dealing with the doctrine of the Immaculate Conception, including other truths about Mary and the dogma on the development of doctrine in the Church.

## Stories About St. Francis

By Eusebius Arundel, O.F.M. Book I—*The Saint of Love*. Paper, 85 pp., illus. St. Anthony Guild Press, Paterson, N. J.

In humble language is told again the story of St. Francis, who showed men how to love God by his words and example.

## A Song of Bedlam Inn and Other Poems

By Sr. M. Madeleva. Cloth, 11 pp. St. Anthony Guild Press, Paterson, N. J.

Here is a collection of poetry characterized by a delicate, graceful imagery.

## Poems for God's Child

By E. S. Paper, 56 pp., illus. St. Anthony Guild Press, Paterson, N. J.

These poems are arranged in four sections: God, The Sacraments, Our Lord, and The Mass. God's mercy and goodness, and the innocence of the Child Jesus are developed here in simple verse for God's children, "born of water and the Holy Ghost."

## Three Pals on the Desert

By Sande Miles. 248 pp. Robert M. McBride &amp; Co., New York, N. Y.

This is a first-rate adventure story of three young Easterners, who spend their summer vacation on the Mojave Desert. Arrangements were made for them to stay with an old man, Hard-rock Stone, who lived out there in a small

(Continued on page 64A)



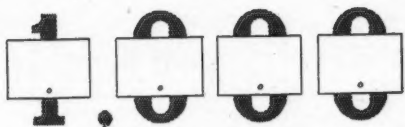
## Learning to Read

This is a preprimary class at Academy of the Sacred Hearts Elementary School, Fall River, Mass. The picture is reproduced from the school paper.





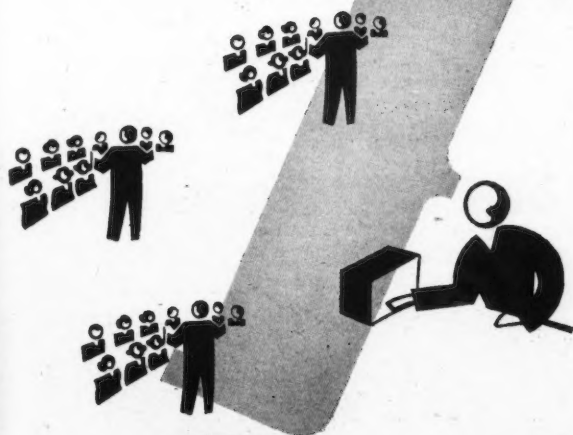
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**New York 17, N. Y.**

## New Books

(Continued from page 62A)

cabin and who was familiar with all the surrounding country.

Old Hardrock was interested in exploring the mountains and prospecting for gold and his enthusiasm to show these boys a good time led to some exciting adventures. Learning to climb the mountains despite the desert heat, finding gold, a trip to Death Valley, and the capture of a dangerous criminal were only a few of their many new experiences.

This story, with its real western atmosphere, is excellent reading, and girls will be impressed as well as the boys.

### Straight From the Shoulder

By Rev. Thomas J. Hosty, M.A., S.T.B. Cloth, 128 pp. \$1.50. The Bruce Publishing Co., Milwaukee 1, Wis.

Father Hosty, who has specialized in serving spiritual food in a manner attractive to youth, achieved success with his previous book, *Small Talks for Small People*. He is equally at home among the teen agers for whom he has written *Straight From the Shoulder*, concerned largely with the joys of heaven and the means surrounding us which help us to obtain heaven. We promise that these talks will be interesting and helpful to youth. They certainly are not dull or tiresome.

### A Lovely Gate Set Wide

Compiled by Sister Margaret Patrice. Cloth,

160 pp., illus., \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

*A Lovely Gate Set Wide*, described on the title page as "a book of Catholic verse for young readers," is a beautiful collection of poetry from many writers. All the poems are Catholic, although not quite all of them were written by Catholics. Among the authors are: our Lord Himself (The Beatitudes); thirteen priests, including Cardinal O'Connell, St. Patrick, and St. Francis Xavier; six Sisters; twenty or more lay Catholics; and a number of well-known non-Catholic writers, including Rabbi Abba Hillel Silver, Henry W. Longfellow, and Christina Rossetti. The book received its title from a quatrain by Nancy Byrd Turner,

(Continued on page 67A)



Catholic Book Week, 1945, at St. Casimir School, Cleveland, Ohio. Franciscan Sisters of Blessed Kunegunda, Rt. Rev. Msgr. A. A. Radecki, Pastor.

# "AMERICA THE BEAUTIFUL" CRAYON ART CONTEST \$6,000 in Prizes!

## TEACHERS!

Here is an opportunity to give your students the stimulating benefits of entering their best art work in a national contest planned to encourage their budding artistic talents and to gratify their urge towards recognition.

## SPECIAL EQUIPMENT UNNECESSARY

The only materials needed to enter the contest are whatever crayons the student has at hand, and paper of any suitable type not exceeding 19 inches by 22 inches in size.

## SIMPLE! EASY! HERE'S ALL YOU NEED DO

Every effort has been made to simplify entering your students in the contest. Simply fill out and mail your request for the number of entry blanks you need. Attach an entry blank, properly filled out, to each contestant's entry. Mail the entries separately, or in a group, to Contest Editor, Milton Bradley Company, Springfield 2, Mass.

**MILTON BRADLEY COMPANY**  
Springfield 2, Massachusetts

200 Fifth Avenue, New York • 811 So. Wabash, Chicago

## RULES

### Broad, Inspiring Theme.

The contest is built upon the compelling, inspirational theme of AMERICA THE BEAUTIFUL. Drawings depicting any part of the American scene—in fact or imagination—will be accepted as contest entries.

### Grade Level Competition.

The contest will be divided into nine separate and distinct divisions. One division will cover all entries from those of kindergarten age. The eight remaining divisions will cover each of the first eight grades.

### State and National Divisions.

A state winner will be selected in each of the nine divisions. Each state winner's work—48 winners in each of nine divisions—will be entered in the

national competition to select national winners in each division.

### Prizes Worth \$6,000.

State winners will be awarded metal plaques, signifying they have won the state competition. Each of the nine National winners will receive \$500 in War Bonds, and their prize winning work will be hung in a perpetual Hall of Fame at the general offices of Milton Bradley Company, Springfield, Mass.

### Judges' Decision Will Be Final.

A committee of five of the nation's leading art editors will act as judges for the contest. Their decisions will be final. No entries will be returned.

Please send me.....entry blanks for your "America the Beautiful" Contest.

Name.....

Position.....

School.....

City..... State.....

## New Books

(Continued from page 64A)

*A poetry book's a garden  
With lovely gate set wide,  
With shady walks and fountains  
And flowers on every side.*

Rt. Rev. Msgr. Hugh F. Blunt, in his preface, and the compiler, in her introduction, both suggest the value of poetry for young readers. This fine collection is designed to inspire a love of good poetry. Each of the short selections is preceded by a few well-chosen words of explanation. There are more than 100 short, simple poems, grouped in seven sections: God and Myself, God and My Country, God and the Out-of-doors, God and the Seasons, God and Nazareth, God and the Gospel, and God and the Saints.

The illustrations by Jessie Gillespie are exquisitely done in black and white and colors.

### Sergei Rachmaninov

By Antoni Gronowicz. Cloth, 153 pp., \$2.50. E. P. Dutton & Co., New York, N. Y.

The story of Sergei Rachmaninov is one of the modern romances of music. But it is also a story of hard work, of clean living, and of a strong ambition to succeed. No modern musician has made a better use of his extraordinary talents than the Russian aristocrat who saw his whole world in Czarist Russia swept away, and who came to respect and even love democracy. The present book tells almost exclusively the story of his musical career. Young people will enjoy it.

### Why a Hospital Sister

By Rev. Dr. L. Rumble, M.S.C. Paper, 40 pp., illus., 15 cents. Published by Fathers Rumble and Carty, St. Paul 1, Minn.

Father Rumble sets forth the critical need for vocations to the nursing sisterhoods and discusses

briefly the vocation in a tender plea to American girls to give their lives to our Lord for this cause.

In the same series other pamphlets are suggested as reading for vocation month. Included are "American Girl Halt," dealing with the teaching sisterhoods and "To Be a Priest," containing an index of religious orders of men in the United States.

### How to Behave and Why

By Munro Leaf. Cloth, 55 pp. J. B. Lippincott Co., Philadelphia, Pa.

This book urges children in clever one- and two-sentence arguments and humorous illustrations to be honest by telling the truth, fair by

avoiding stealing and cheating, strong by following good habits in eating, rest, and cleanliness, and finally wise by obedience to parents and other adults and by kindness to all. The motivation is limited completely to the natural need of getting along and making friends.

### The Great White Buffalo

By Harold McCracken. Cloth, 268 pp., \$2.50. J. B. Lippincott Co., Philadelphia, Pa.

This is the stirring story of a Dakota boy in the days before the white man came and tells how he captured a rare "white" buffalo calf and brought it home. Much information on Indian life and customs is woven into the narrative. A bit

(Continued on page 72A)



Catholic Book Week, 1946, at St. Joseph's School, Tiffin, Ohio.  
Sister M. Immaculata, O.S.U., Principal.



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 WORLD'S LARGEST EXCLUSIVE BLEACHER MAKERS  
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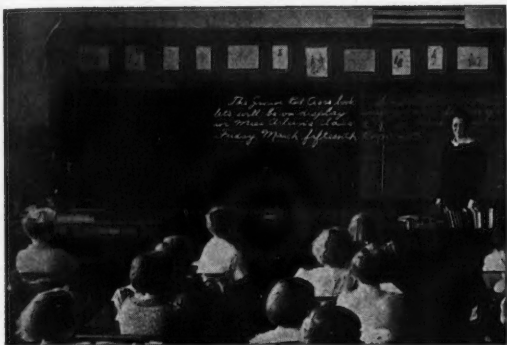
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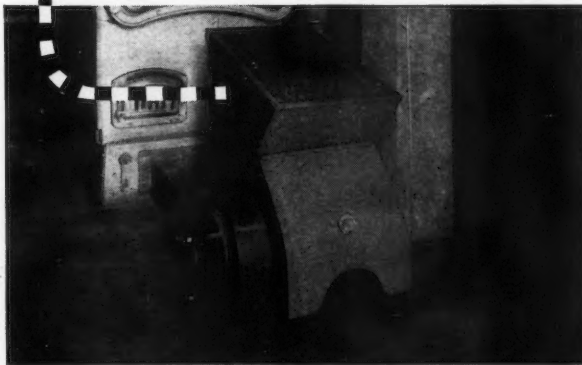
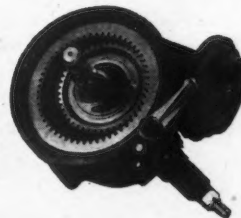
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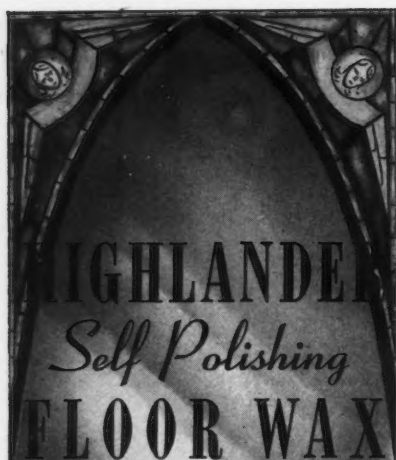


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## New Books

(Continued from page 67A)

of wholly irrelevant erudition is the inclusion of the Protestant version of the Lord's Prayer in Sioux and English.

### Morals in Politics and Professions

By Rev. Francis J. Connell. Cloth, 187 pp., \$2.50. Newman Bookshop, Westminster, Md.

This book discusses the more common moral problems which grow out of special occupations and confront men and women in public office, and in the professions of medicine, teaching, the law, nursing, and social service. The author lays down the fundamental principles of social justice and charity which apply and provides ample counsel and suggestions for solving specific problems and for developing sound Catholic attitudes and practices in occupational life. The book deserves wide use.

### Send Forth Thy Light

By Rev. Robert Nash, S.J. Cloth, 199 pp., \$2. The Newman Bookshop, Westminster, Md.

This book of interior prayers—meditation—has for its purpose the freeing of man from sin through love of God. Addressed chiefly to Religious, the serious layman will find the book well within his ability to use.

### Pictured Geography

By Marguerite Henry with pictures by Kurt Wiese. Cloth, about 26 pp., 75 cents each. Albert Whitman and Company, Chicago, Ill.

This is a series of eight books which depict, through stories and pictures, the history and occupations of the peoples of Australia, Bahama Islands, Bermuda, British Honduras, Dominican Republic, Hawaii, New Zealand, and the Virgin Islands.

### The Man Who Never Died

By Rev. Gerald T. Brennan. Cloth, 96 pp., \$1.50. The Bruce Publishing Co., Milwaukee 1, Wis.

From the pen of this popular juvenile writer comes his latest book, one of the few books on St. Peter suitable for children. The child meets Jesus through the eyes of Peter, the fisherman, disciple, Apostle, and first Pope. And though Peter died on the cross, it is apparent that he really never "died," for an endless line of Popes, delegated by God, have succeeded the humble fisherman.

### Jolly Jacob

By Very Rev. Msgr. John D. Fitzgerald. Cloth, 95 pp., \$1.50. The Bruce Publishing Co., Milwaukee 1, Wis.

This book is truly destined to dispel a child's erroneous concept of sanctity. Jacob was a regular fellow. He liked to play ball, to skate, and to go to movies. But he also wanted to be a saint. Then Father O'Reilly came along to show Jacob that being a saint means to do everything for God. It is on this simple principle that the author bases the remainder of his stories, and in them touches on such matters as grace, charity, faith, and mortification. The characters are human and natural, yet each one carries a moral which is easily understood and remembered.

### St. Andrew Daily Missal

Edited by Dom Gaspar Lefebvre, O.S.B. Four volumes. E. M. Lohmann Co., St. Paul, Minn.

A well-merited objection to the conventional daily missal has been its bulk and the difficulty, especially at a low Mass, of quickly handling a work of more than 1300 pages. This new edition of the deservedly popular *St. Andrew Missal* is arranged in four pocket size volumes, each numbering about 400 pages. Volume I embraces the Advent-Christmas season; Volume II carries forward from Ash Wednesday to Holy Saturday; Volume III proceeds from Easter to the eighth

(Concluded on page 73A)

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## New Books

(Concluded from page 72A)

Sunday after Pentecost; Volume IV completes the year. Each book includes the English and Latin of the Ordinary of the Mass, the calendar, prayers before and after Mass, short devotions for Communion, the Proper of the Time and of the Saints, the appropriate special seasonal Masses, the Masses for the Dead, and directions for the use of the missal. It is noteworthy that each book is fully self-contained and complete for its season, that the arrangement allows for a minimum of page flipping, and that complete directions are given for the Dialog Mass.

The typography of the book is particularly clear and open, and directions for use and special suggestions are complete but most satisfactorily unobtrusive.

For this reviewer, the book fully solves the missal problem.

### Winging Her Way

By Patricia O'Malley. Cloth, 197 pp., \$2. Dodd, Mead and Co., New York, N. Y.

*Winging Her Way* simply overflows with first-hand information of the wonderful opportunities in aviation for young women of today. It is Caddy Palmer's story though, and her exciting job as assistant director of public relations that familiarizes the reader with the many different phases of running a great airline.

The fast moving action presents a series of incidents that are full of excitement. Caddy's interest in the company magazine, meeting celebrities, her trip across the country are only a few of her new experiences. Older girls will be especially interested in the information about the airline hostesses and their duties while in flight.

### STUDY SCHOOL BUILDING PLANNING

The Committee on Schoolhouse Planning and Construction, of the National Catholic Educational Association, held its first conference November 11-12 and planned its work. The committee has divided itself into five broad fields:

(1) Rev. Paul E. Campbell, Pittsburgh, Pa., chairman, will carry on a special study of sites and general plant building planning. (2) Rev. Felix M. Pitt, Louisville, Ky., will make a study of academic classrooms and kindergartens. (3) Very Rev. Leo Keavney, St. Cloud, Minn., will treat special classrooms. (4) Rev. John J. Voight, New York, N. Y., has been entrusted with a study of general service rooms. (5) Brother Eugene Streckfus, S.M., St. Louis, will treat the planning of administrative rooms and of general service systems.

Upon recommendation of the committee, the Catholic University and St. Louis University will offer summer courses in schoolhouse planning, construction, operation, and maintenance.

### NO EDUCATION WITHOUT STUDY

I belong to that group of educators who believe that homework, and a considerable amount of it, should be a regular feature of every high school program. No one can acquire a genuine education without putting in long hours of deep, solid study. In the case of younger children, the hours of class can be considered a sufficient period of formal study. But older boys and girls—and certainly those of high school age—are not contributing enough effort and attention toward acquiring an education if the only time they devote to this objective is the few hours they spend in school on five days of the week.

The high school years are the most impressionable years of a person's life. In the course of those years more than in any other stage of his development is his character permanently formed. Now, if our young folks are to be positively encouraged to cultivate idleness during those years, if they have the assurance that from the time they leave school in the early afternoon until the next morning they are entirely

(Concluded on page 74A)

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## No Education Without Study

(Concluded from page 73A)

free from all obligation to study, they are undoubtedly being helped to become lazy, shiftless men and women, without any sense of responsibility and duty, without any regard for the serious side of life.

When high school pupils are entirely exempt from the duty of homework, how do they employ the many hours of free time left to their discretion? In many instances it is spent at the movies, dances, and parties until the early hours of the morning, or it is devoted to reckless auto rides, drinking, and even downright immorality. It would be unjust to claim that these practices—which unfortunately are all too common among the high school youth of our country—are due exclusively to the lack of sufficient obligatory homework, but undoubtedly, it is the source of these abuses in some instances. And, if homework—and an abundance of it—were insisted on in all our high schools there would be a notable diminution of these disgusting habits of the younger generation. If boys and girls come home from school with the realization that they must put in three or four hours of hard study before the next morning, they will not be inclined to fritter away the precious time in silly amusements.

It is to be hoped that our high schools will continue to maintain the custom of assigning homework, where this custom has been in vogue, and will restore it where it has been abrogated.—Rev. Dr. Francis J. Connell, C.Ss.R., Catholic University of America, in *The Washington Times Herald*.

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